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**The Use of Audio-visual Media to Improve Learners' Speaking Skills**

Case study: 1<sup>a</sup> de Maio Secondary School – Chicunque in Grade 10

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**The Use of Audio-visual Media to Improve Learners' Speaking Skills**

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Language

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**Declaration**

I hereby declare that this study is my own and it has never been presented at any other institution for the accomplishment of any academic degree. I did not copy it, and every source used throughout the work has been correctly quoted and referenced in the bibliography.

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(Issa Mustafa Cantaua)

Maxixe, \_\_\_\_/\_\_\_\_/\_\_\_\_

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**Dedication**

I dedicate this paper to the Almighty. He has been the source of my strength throughout this journey. I also dedicate this paper to my family and parents Mustafa Cantaua and Zainabo Muhamade, and my beloved aunt Alima Muhamade whom always wished to see me graduated, and to my young siblings Melo, Suzana, Nussura, Muhamade and Hellen whom I expect to follow my example.

**List of Abbreviations**

EFL - English as Foreign Language

ELT - English Language Teaching

FL - Foreign Language

ESL - English Second Language

AVM - Audio-visual media

TTT – Teacher talking time

STT – Students talking time.

## **Abstract**

*The objective of this research was to investigate the use of audio-visual media to improve learners speaking skills at grade ten learners of 1<sup>a</sup> de Maio Secondary School – Chicunque. The research applied descriptive research which was the use of both quantitative and qualitative research. The samples of this research consist of 50 learners and the data was obtained by using observation, interviews, questionnaires, and experiments. The research finding indicates that the learners face difficulties in terms of grammar, pronunciation, vocabulary, fear of making mistakes, anxiety, shyness, the teachers' pronunciation, the activities given in the classroom, and the contents, all these difficulties were pointed with all respective percentages which correspond 100%. In addition, learners are not less successful in speaking because they are not exposed to speaking activities. Due to the inappropriate methodologies used by teachers to teach speaking skills.*

**Keywords:** *Speaking, Teaching Speaking, Audio-visual Media, Vocabulary, Grammar, Pronunciation, Anxiety.*

## **Introduction**

Speaking is a way of message in saying ideas, knowledge, and feeling with other people. It is one of the fundamental skills essential to master in learning a foreign language. As stated by Harris (1974) quoted by Rahman (2012), Speaking skills are the productive skills that have as the ultimate goal of the teaching of spoken language. The author also defines speaking as the encoding process whereby we communicate our ideas, thoughts, and feeling orally. It means that we deliver spoken language for someone to tell what we need and try to fulfill what other people ask. In addition, people can express themselves to other people to get a comfortable situation in understanding each other. Meanwhile Brown (2001) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, speaking is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one-way human beings make connections with each other. Based on this idea, three important points must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them.

Audio-visual media in learning is the involvement of audio and visual technology which is interpreted as a way of producing or delivering material using mechanical and electronic machines to present audio and visual messages. Audio-visual teaching is characterized by the use of hardware during the learning process. It is said that audio-visual media is some equipment used by teachers to convey concepts, ideas, and experiences captured by the sense of viewing and hearing. The main emphasis in audio-visual teaching is on the value of learning obtained through concrete experience, not just based on mere words.

Believing that learners can improve speaking skills using AVM in the classroom and also outside the classroom as a way of helping them to communicate effectively in the target language, this paper investigates the use of audio-visual media to improve learners' speaking skills.

## **Problem statement**

Teaching English Speaking Skills in a context in which it is a foreign language (Mozambique) is a challenge; due to factors such as less exposure to the language and lack of conditions. Regarding the lack of conditions in Secondary schools, it is not easy to find appropriate speaking materials such as slides, movies, songs, CD books, DVDs, and scripts,

which are necessary for success in teaching speaking. Some schools do not have electric power; this condition contributes to the failure of teaching speaking.

It has been noticed that grade 10 learners from 1<sup>a</sup> de Maio Secondary School – Chicunque do not have speaking lessons and/or activities. However, there are speaking activities for every lesson in the course book (see annex 1). During the lessons learners usually do reading and writing activities, and some kind of live listening; however, they are hardly challenged to speak, and consequently, they do not develop speaking skills. Therefore, to incorporate successful speaking lessons, the teachers should use audio-visual media, a teaching method that consists of the use of electronic media possessing both a sound and a visual component such as film, TV, and video.

### **Aim**

This research was undertaken with the aim of investigate the use of audio-visual media to improve learners' speaking skills in grade 10 at 1<sup>a</sup> de Maio Secondary School - Chicunque.

### **Objectives**

- To identify the difficulties affecting learners Speaking Skills;
- To analyse the effectiveness of activities and techniques used by teachers to improve learners Speaking Skills;
- To suggest the use of audio-visual media to improve learners' speaking skills.

### **Research Questions**

A scientific work has as its support some research questions which the paper acts in response during its construction. Therefore, the main research questions of this study are the following:

1. What are the difficulties affecting learners Speaking Skills?
2. How effective are the activities and techniques used by teachers in teaching Speaking Skills?
3. Can the use of audio-visual media improve learners' speaking skills?

### **Hypothesis**

1. Learners' speaking skills are affected by the lack of speaking lessons. The teachers do not teach speaking because they do not have appropriate material such as audio-visual material;

2. The activities and techniques used by teachers to teaching speaking skills are not affective, the activities are based on course book which is not sufficient to the learners and the technique is the direct speaking which is not effective to teach Speaking Skills. Therefore, there is a need of integrating other materials to allow the learners to communicate in classroom environment to improve their speaking skills;
3. The use of audio-visual media can improve learners' speaking skills.

### **Rationale**

In Mozambican educational system, English as foreign language (EFL) is taught from Grade 6 in primary schools up to 12. During my English lessons at Primary and Secondary School, I have never had an appropriate speaking lesson. The first time I had a speaking lesson was in grade 12 at ESG 25 de Setembro – Quelimane, at that time I had difficulties to speak English fluently; thus I have carried a research from which I found that I could practice and improve my speaking skills using multimedia or the use of audio-visual media. From these I could have images and sound to create my own reality and listening them speaking, I could identify the objects with its name and how the language is spoken. Therefore, I really believe that the use of audio-visual media improves learners' speaking skills.

### **Justification**

Taking into account that teaching English as foreign language is a difficult process, especially in what concerns the teaching of speaking. There is the need of using suitable methods in order to accomplish the learning outcomes; mainly the objective of enabling the learners to speak, because speaking is the most important skill; that is why the knowledge (performance) of a language is usually measured in terms of the ability to speak. Thus, this research is relevant to the analyses of how suitable is the use of audio-visual media to develop learners speaking skills.

This research analyses the effects of using audio-visual media to improve learners' speaking skill in the classroom, through the exposure of videos, songs, technology, charts, and many audio-visual media; to find whether the use of this method is helpful or not in the target school. Since teaching speaking skills, in 1<sup>a</sup> de Maio Secondary Schools, is being ignored due to the lack of speaking materials and/or speaking activities. It is strongly believed that this study is of great importance and very beneficial to school directorates, to both teachers and learners, in the extent that the study suggests the use of method that facilitates the teaching of speaking, which contribution will be the development of the learners speaking skills.

The use of audio-visual media to teach speaking will be of great importance on the learners' attitude toward learning and speaking; this method can increase learners' attention and motivation during the lessons. The use of sounds and images increases the attention and learning to communicate since it heightens the awareness of learners' sight and hearing. Apart from that, it is useful to expose the learners to authentic materials and real life communicational situations. Further, this method allows not only the practice of speaking, but also the practice of listening; both skills are relevant for the improvement of communication.

### **Structure of the research**

This study is organized into three chapters. First chapter present the literature review in which is discussed the main concepts of the study, namely speaking skills and audio-visual media. Chapter II, comprises the methodology, which are a set of principles and techniques used to carry out the research, in order to understand how speaking skills can be improved through Audio-visual media which is one of the objective of this research. Chapter III provides an account of the presentation of the research findings and discussions; lastly it presents the conclusion and recommendation.

## **CHAPTER I: An Overview of the Current ELT Situation in “1ª de Maio” Secondary School, with a Special Reference to Speaking**

This chapter aims to present a brief description of the current teaching of speaking skills at “1ª de Maio” Secondary School, and shows how important the teaching of speaking can be considered in secondary level syllabus.

### **1.1. Time and resources available for the teaching of speaking**

During the internship period, it was observed that little time was given to English lessons. English was only taught two times a week, each lesson with time limit of 45 minutes. Thus, there is not enough time to teach speaking, considering that there are two topics to be covered every week (see annex 1). Moreover, classrooms are too large, i.e. they are made of 60 or 70 students. Consequently, lessons are content based and teacher centred.

Although the time is the most challenging factor affecting the teaching of speaking, there is also the problem of material resources available for both teachers and learners. The teachers follow a pre-designed program which is reflected in trimester analytic plan (*see annexes 2*); however, there is a single course book. Therefore, the teachers have to produce their own material (handouts) or take copies of the book, which makes the teachers neglect the speaking activities and focus only on reading and language form. Apart from that, the lack of sufficient books, conditions the learning process, in the extent that the learners cannot go beyond what they are given by the teachers, since there are no books available in the library.

The contents in the syllabus are arranged in language functions, topics and vocabulary, grammar, critical thinking, crosscutting issues; these contents are sequenced in to unit 1 to 8. It is important to know that the syllabuses adopt the Communicative Language Teaching (CLT). On its turn, the analytic plan is organized into units, being one-unit per week with its objectives, contents, basic competences, grammar functions, methodologies and material (*see annexes 2*).

In what concerns the teaching of speaking, the school does not have materials. As a matter of fact, the only audio-visual media material available is in the headmaster’s office, and no one is allowed to use it. Despite this single existence of audio-visual, there are no other materials that could be used to teach speaking, and the teachers do not allow themselves the chance of producing their own material.

According to Thornbury (2005:90-91)<sup>1</sup>, there are some techniques that teachers should use to teach speaking. The author suggests some conditions that are needed in speaking activities to increase learners' chances in learning speaking such as:

**Productivity**- Speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use. If learners can do an information gap activity by exchanging individual words, the task may hardly justify the time spent setting them up. This case is only possible if learners are speaking mainly in their mother tongue.

**Purposefulness** - Language productivity can be raised by making sure that a speaking activity has a clear outcome, especially which requires learners to work together to accomplish a common purpose. For instance, the aim of having to reach an agreed decision can motivate the participation of all learners. Requiring learners to report on their discussion to the class is an operative way of ensuring a great degree of commitment to the activity.

**Interactivity** - Activities should require learners to take into consideration the influence they are having on their audience. Even formal speaking tasks, such as presentation should be performed in situations where there is at least the possibility of interaction.

**Challenge** - The task should stretch the learners, so that they are forced to draw on their available communicative resources to achieve the outcomes. This will help them experience the sense of achievement; even degree of challenge is too high this can be counterproductive or reducing learners to speak in their mother tongue. The teacher needs to be sensitive to the degree of difficulty a task presents individual learners and to set the activity accordingly.

**Safety** - views that while learners should be challenged; they also need to feel confident. That when meeting those challenges and attempting distinct language use. The classroom should provide the right qualification for experimentations, including a supportive classroom and non-judgmental behaviour to error on the part of the teacher.

**Authenticity** - speaking tasks should have some relation to real life language use. If not, they are poor preparation for autonomy. Many classroom activities such as drills and language games can be justified on the grounds that they serve the needs of awareness. But, in order to become autonomous, learners will need to experience a quality of communication in the

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1. <sup>1</sup> Thornbury, Scott. (2005). *How To Teach Speaking*. United Kingdom: Longman;

classroom that is the same as communication outside the classroom. This means learners will need to perform in real operating conditions.

## **1.2.Syllabus plan for speaking**

The teachers do not adapt their material and activities from the course book and handouts to have a suitable teaching situation. In relation to the teaching speaking skills, the syllabus (*see annexes 2*) objectives are:

- The learners have to deal with general situation of oral communication;
- Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life;
- Connect phrase in a simple way in order to describe experiences and events, own dreams, hopes and ambitions;
- Give reasons and explanations for opinion and plans as well as narrate a story or relate the plot of a book or film and describe own reactions.

Although the syllabus was designed following the general teaching approach for education in Mozambique, namely, CLT; the teachers do not use this method nor to plan their lesson neither to teach speaking. During the observations, it has been realised that the teaching and learning is centred on the teacher, which contrasts with the principle of CLT. There is more teacher talking time and learners are hardly given opportunity to talk, unless when they answer direct questions.

## **1.3.Description of speaking lessons observed that show the problems**

The first lesson to be described took place on the 14<sup>th</sup> September, on **Teacher's A** stream. This lesson had 45 minute and the topic was "Woman in Society". In this lesson, the teacher entered the classroom; firstly, he checked attendance then asked the learners about the homework.

The learners wrote the homework on the board and corrected with the teacher. Secondly, the teacher wrote the topic and asked learners to look at their handouts, during that the teacher explained the topic, and asked if the learners knew the role that women have in our society; this question created a brief discussion in which learners compared the role that women had in the past and how things have changed. After the brief discussion, the teacher asked the learners to look at the text in their handout and read in silence; then the teacher told the

learners to write the difficulty words they found in the text. From that, the teacher explained the vocabulary and read the text loudly while learners listened and followed. After the teacher's reading the learners stood up one by one and read the text loudly. The following activity consisted of comprehension exercises in which learners had to answer questions about the text. These exercises were done and corrected on the board (the learners wrote their answers, at the end they read and the class with the teacher corrected), this was the last activity of the lesson, after that the learners were given homework on grammar.

Another lesson observed took place on **Teacher's B** stream, on the 16<sup>th</sup> September; this lesson had the topic "Passive voice (present and past)". In this lesson the teacher entered in the class, greeted the learners, checked attendance, after that called some learners by their names to correct the homework; after correcting the homework, the teacher asked if learners had doubts about the previous lesson to which they answered "no". Then the teacher cleaned the board and wrote the topic and said "today we will talk about passive voice, okay?", the learners answered "yes", after that the teacher told the learners to read the topic. In the following stage, the teacher wrote notes on the use of passive voice with examples, and then told them to copy. After copying, the teacher explained when and how they use passive voice, illustrating with the examples, and then asked whether learners understood.

The learners said that they did not understand, thus, the teacher explained in Portuguese. Following the explanations, the teacher wrote some exercises on the board in which learners had to complete with the correct form of the verbs into brackets, and write the sentences in the passive voice. The learners copied the exercises and started answering; however, the time did not allow finishing. Thus they had to continue at home as homework.

Another lesson was observed on 26<sup>th</sup> September on the **Teacher's B** stream, this lesson had the topic "the role and importance of the different medias". This was a reading lesson, in which the teacher entered in the class, greeted learners and checked attendance. Then the teacher asked if everyone had the handout. Some of the learners had it, others went out to buy it; while some learners were out, the teacher wrote the topic and a list of words (such as newspaper, television, broadcast, radio, etc.). after that, the teacher asked the learners if they knew the words in the board and what they mean, to that, some learners answered translating the word on the board "television – televisor, radio – radio, etc", then the teacher asked what are they and what do we use for? Since the learners did not manage to elaborate the answers in English, the teacher asked them to read the text in silence; at the end, the teacher repeated

the questions and the learners answered using some expressions from the text. Then, there was a brief discussion about the different medias, about the ones the learners mostly use and their utility. After this discussion, the teacher asked volunteers to read the text, a paragraph for each; after the reading, the learners had to do comprehension activities as a class (the teacher read the questions and the learners had to give the answers). At the end, the teacher gave the homework in which learners had to write a composition about the importance of social media in their learning process. This homework was to be submitted in the next lesson for evaluation.

Generally, there were many lessons observed in different classes with two different teachers. Despite the differences, the lessons had the same characteristics. Most of them did not have speaking activities. In fact, there were only reading lessons, in which the teacher entered in the class, after greeting the learners, the teacher used to ask the learners to talk about their weekend or about last lessons. This served as warm up and constituted one of the few opportunities learners were given to speak during the lesson. From that on, the lessons followed the traditional PPP (Presentation, practice, and production) structure; the learners had pre-reading sections in which they were taught the key concept of the lesson, mainly the topic and some key word in the texts. After that, the learners had to read the text in silence or in loud voice. At the end, they were confronted with what was considered as production. However, there was no production; the learners only did comprehension exercises, which can be considered as controlled practice. This constituted the sequence of many lessons, in which the teachers did not teach speaking. However, they believed to be teaching speaking through reading activities.

#### **1.4.Possible causes for lack of speaking activities**

Learners are usually exposed to reading comprehension and writing activities, mainly because these activities can be done at home which contributes to the save of time in the lesson. This brings in discussion the fact that grade 10 teachers from “1<sup>a</sup> de Maio” Secondary School do not teach speaking due to the less time given to English lessons. Actually it is not possible to handle a complete language lesson within 45 minutes. It is challenging to enable the learners to communicate in the language classroom with such less exposure to the language, and receiving only the language from the teacher. Thus these learners are never exposed to authentic material from which they can get the language from different speakers including native ones.

As mentioned before, they are not speaking activities or lessons because the time is not enough and the teachers have to run with the program. It means that to have an activity where the learners could discuss or debate about a given topic, the teacher would need the whole lesson just to have the learners doing a brief discussion and present their ideas or conclusions. On the other hand, the fact that there are many learners in each class (around 60) it would be difficult to have all these learners speaking even in groups. This means that the time would allow some learners to speak and others would not have the chance. Consequently, what is expected from speaking activities (the development of speaking skills), would not occur totally.

According to Richards (1997)<sup>2</sup> some scholars argue that the communicative language teaching is an approach rather than a theory, to complement this view communicative language teaching is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability, that is the ability of applying the language principle in order to produce grammatical sentences and understand 'when, where, and to whom' the sentences used. Thus, the possible causes for lack of speaking activities can be improved if the teachers apply this approach which was suggested in the syllabus.

In general, the teachers do not apply the appropriated method and technique which would allow the learner to produce the language during the lesson. It is the cause of lack of speaking activities, instead of the teachers teach speaking, they give reading comprehension activities in speaking lesson. The syllabus suggests the use of CLT to promote speaking in the classroom which is the excellent option to allow the learners to interact in the classroom, instead of teaching speaking through writing and reading.

### **1.5.Reasons behind learners' lack of success in speaking**

The learners' lack of success in speaking is unconsciously caused by the teachers. Knowing that they are the ones who plan and decide the objective of the lesson and which material to use during speaking activities. It has been noticed that the teachers are not equipped with appropriate speaking material and they do not produce their own materials

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<sup>2</sup>Richards, Jack C., and Charles Sandy (1997). *Passages*. New York: Cambridge University Press.

which could allow them to continue with the lesson. Therefore, the teachers do not adopt their material and they do not apply appropriated methods.

In terms of helping learners overcome the lack of success in speaking, some scholars suggest some activities that teachers can perform in the classroom. As a matter of fact, according to Ur (1991:120)<sup>3</sup> there are some characteristics of successful speaking activity that teachers should apply during their lessons such as

Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.
- Motivated is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

As it can be seen the lack of speaking behind learners is caused by the following aspects, the material used by teachers, this is to say that teachers should adapt their material in order to promote a good speaking lesson. In addition, teachers should give more time to learners to participate in the lessons and bring materials that help learners to feel motivated and engaged.

In general, the main reason behind the learners' lack of speaking skills is the teachers' attitude toward the teaching of speaking; in the extent that they do not prioritise speaking in their learning objectives and activities. Apart from that, there is no use of material that promotes speaking in the classroom. Nevertheless, this situation would change with the adaption of activities which would increase learners talking time, enhancing their participation, thus rising their motivation, which consequence would be the language development.

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2. <sup>3</sup> Ur, P. (1996). *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press;

## **CHAPTER II: LITERATURE REVIEW**

This chapter presents the review of literature on the two variables of the study (speaking and Audio Visual Media in teaching speaking skills). Thus, it is divided into three sections. The first section focuses on speaking; the second section on AVM; the third on the combination of the two variables and review of previous studies (The use of audio visual media to improve learners' speaking skills). Finally, it provides a lesson sample (teaching speaking using AVM).

### **2.1.Speaking**

#### **2.1.1. The Concept of Speaking**

English language is taught as foreign language in Mozambique and there are four skills to be mastered by learners which are reading, writing listening and speaking. These skills are divided into two receptive and productive. According to Harmer (2002), receptive skill is term used for reading and listening. While perceptive skills are used writing and speaking where the learners have to produce the language.

According to Brown (2001) speaking is the interactive processes in constructing meaning that involve production and reception to process information. In the order hand, it is verbal communication which is done by two people where someone has to say something and other listen and vice-versa. This is the key to have successful communication in order to exchange ideas. In his turn, O'Malley and Chamot (1990) argue that speaking is a dynamic cognitive capacity which differ from others skills. Some are controlled process and others are automated process. Thus speaking is not only sound verbalization, it is needed the cognitive process that have to be acquired by language learners which is very crucial for communicating. Without it, it is very tough to survive in the world that full of evolving technologies in which English is considered as the global language to communicate.

#### **2.1.2. Elements of Speaking**

According to Harmer (2007) who argues that the elements of speaking are those that the learners need to be fluently. Focus on the perfection the author said that the learners have to pronounce correctly the sounds. The elements are recognized in speaking do not only focuses on the knowledge of language feature, but also the ability to process the information and the language. Therefore, when it comes to speak English fluently, the words are needed to be pronounced correctly by using appropriate stress, intonation patterns and speak in

connected speech. Thus, this case is especially where English is a second language. And the elements necessary for spoken production are the following:

#### **2.1.2.1.Connected speech**

According to Harmer (2001), connected speech is considered as the ability to modify sounds in the process of speaking. It occurs in the assimilation of the sound, omitting which is elision, and adding which is linking “r” or weakening the sound. The author means that the connected speech is the process, which the first word ends with the consonant sound that the next word begins with, it is often put the sounds together which is the assimilation and elision.

#### **2.1.2.2.Expressive Devices**

According to Harmer (2001), expressive devices is known as the use of pitch, stress, volume, speed and paralinguistic (physical and nonverbal) in the process of producing utterance in order to express meaning of the message meant by speaker. It allows the speaker to express his feeling and it is considered as super segmental feature.

#### **2.1.2.3.Lexis and Grammar**

According to Harmer (2001), lexical and grammar is the ability to select the appropriate words and to use different phrases in different contexts when we speak is very important, because sometimes there is an utterance which should be said differently when we speak in different situations and to different addressee. Therefore, it is very important for learners to know a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, expressing shocks.

#### **2.1.2.4.Negotiation Language**

According to Harmer (2001), Negotiation language is the process, which is used in order to seek clarification and to show the structure of what we are saying. In other hand, negotiation language to give clarification or reformulate what we are saying in order to be clearer, especially when we see that we are not being understood. Negotiation language is used because sometimes the listeners did not understand what we have said. It can be because they did not hear or we talk too fast.

### **2.1.3. Types of Speaking**

There are five types of speaking which was stated by (Brown, 2004). The author says that the successful speaking of people can be characterized by talking a lot, participation is

even, motivation is high, and language is one of the acceptable levels. There are five basic types of speaking or oral production which was stated are namely Imitative, intensive, response, interactive, extensive.

#### **2.1.3.1. Imitative Speaking**

Brown (2004) considers it as the ability to imitate a word or phrase or possibly a sentence. In other words, it is the ability to simply parrot back a word or phrase or possibly a sentence. When doing imitative or simulative activity, the learners just imitate what the teacher does or ask them to do by just following the sequence or structure. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be including in the criterion performance. It is interested only in what is traditionally labelled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

#### **2.1.3.2. Intensive Speaking**

According to Brown (2004), intensive goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment ask include directed response tasks including simple sequence; and translation up to the simple sentence level.

#### **2.1.3.3. Responsive Speaking**

According to Brown (2004), responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting, and small talk, simple comment and request. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts. It just need a direct interaction which two people, the speaker and the listener.

#### **2.1.3.4. Interactive Speaking**

According to Brown (2004), it consists on the interaction which includes multiple exchanges. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humour, and other sociolinguistic conventions.

#### **2.1.3.5. Extensive (monologue)**

According to Brown (2004) extensive speaking is oral production; include speeches, oral presentation, and storytelling. During which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **2.1.4. Components of Speaking**

In the process of learning to speak, it is important to know the components of speaking. According to Syakur (1987) quoted by Rahman (2012) there are at least five component of speaking skills, which are:

#### **2.1.4.1. Comprehension**

According to Syakur (1987) quoted by Rahman (2012) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. For oral communication as speaking, comprehension is the important element. It is requirement of one subject to respond to the speech as well as to initiate it. Thus, comprehension can be defined as an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences.

#### **2.1.4.2. Grammar**

According to Syakur (1987) quoted by Rahman (2012), grammar is one of important aspect of speaking. An utterance can have different meaning if the speaker uses incorrect grammar or if the grammar rules are to carelessly violate, communication may suffer and without grammar, very little can be conveyed. in other word, it can be defined as part of language which is needed to arrange correct sentences in conversation both in written or spoken form.

#### **2.1.4.3. Vocabulary**

According to Syakur (1987) quoted by Rahman (2012), vocabulary is essential part for successful communication, and without it we cannot communicate. A person cannot communicate effectively or express their ideas both oral and written if they do not have enough vocabulary. Without vocabulary nothing can be conveyed.

#### **2.1.4.4. Pronunciation**

According to Syakur (1987) quoted by Rahman (2012), pronunciation is an essential aspect of learning speaking on a foreign language. If a student does not pronounce a word correctly, it is difficult to be understood. We get the true word from its pronounce. If the pronounce of one word is false, it means that we get the other form of word that is of course having or not having the other meaning. It can be seen that good pronunciation is vital on speaking skills.

#### **2.1.4.5. Fluency**

According to Harris (1974) quoted by Rahman (2012) Fluency refers to the ease and speed of the flow of the speech. He says that fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty. A successful speaking on a foreign language is mostly shown from a better fluency he/she has. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses.

#### **2.1.5. Teaching Speaking**

According to Ur (1996) teaching speaking is the process which is used to develop oral fluency which is the ability to express oneself appropriately and without hesitation. In

addition, Nunan (2014) stated that teaching speaking is where the teacher teaches the learners to produce the language taking account the sound patterns, using sentence according to the context and make use of the stress, intonation, and rhythm of the target language.

In teaching speaking, the teacher must apply appropriate methods and techniques. According to Brown (2001) argues that teaching methods is the process which should be taken step-by-step and set of general class specification to achieve linguistic goals. Meanwhile, technique is a variety of exercises, activities or assignment used in classroom to achieve teaching and learning objective. In learners' daily lives, there are many techniques and methods that can be applied in teaching speaking. English language is learnt through communication and it will come with fluency and accuracy.

#### **2.1.6. Objectives of Teaching Speaking**

According to Harmer (2007) in teaching speaking the students are asked to be more active in speaking activities. Also in the curriculum, speaking becomes an important competence that should be mastered by the students. Therefore, speaking skill is very important to be taught by in the school, especially. There are three main reasons stated by Harmer (2007) for getting students to speak in the classroom.

1. Speaking activities provide rehearsal opportunities, chances to practice real life, speaking in the safety of the classroom.
2. Tasks in which the students try to use any or all of the languages they know provide feedback for both teacher and students.
3. The more students have opportunities to activate the various elements of language they have stored in their brains. As result, the students will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being a classroom culture of speaking, and that classrooms need to become very crowded classroom because of speaking. In other words, students will be much more confident speakers and their speaking ability will improve if the teaching process in the classroom is attractive. The teachers their selves who need to arrange the speaking activities to be applied in the classroom. So, the quality of teaching speaking will be very influenced by the speaking activities applied by the teacher in the classroom.

### **2.1.7. Principles of teaching speaking**

In teaching speaking, there are some principles that the teachers should take into consideration. First the teachers should assume that teaching speaking is difficult because the learner have to practice it in classroom as much as they can although the time is not sufficient. Therefore, to successful teaching and learning speaking, there are some principles to guide the teacher who design and plan the lesson to be used. According to Nunan (2003) the principles are:

1. Be aware of the difference between a second language learning context and a foreign language: Assuming that there are differences, speaking is learned in two board contexts, a foreign language and a second language situation. Learning speaking skills is very challenging for students in the FL context, because they have very few opportunities to use the target language outside the classroom.
2. Give students practice with fluency and accuracy: Accuracy is the extent to which students' speeches match what people say when they use the target language. Fluency is the rate at which speakers use language quickly and confidently, with little doubt or unnatural pauses, false starts, word searches, etc.
3. Provide opportunities for students to talk using group work or pair work, and limit teacher talk: pair work and group work activities can be used to increase the amount of time students can speak in the target language during lessons.
4. Plan speaking tasks that involve negotiation for meaning: involve checking to see if you understand what someone is saying, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanation during the conversation, students get the people they talk to address it with language at a level that they can learn and understand
5. Design class activities that involve guidance and practice in transactional and interactional speech: interactional conversation communicates with someone for social purposes. Transactional speech involves communication.

### **2.1.8. Importance of Teaching Speaking**

According to Scott and Ytreberg (2010) who says that, Speaking is very important skills, it enables the learners to express emotions explore the language, and communicate with friends and teacher. It has been notice that speaking skills allow the learners to express themselves verbally and in a way that the listener can understand. The teachers should help

the learners in order to develop their speaking abilities, thus the learners became active in the learning process and will participate more during the teaching process. Therefore, speaking is important skill to help the students in acquiring English as foreign language. They need to speak in developing their language. They can improve their ability by speak to the other person in transferring information or sharing the ideas.

### **2.1.9. Procedure of Teaching Speaking**

According to Sad (2009) Procedure is a specific action, operation that must be executed in a standard (same) way to always result in the same outcome of the same state. The teaching processes include: opening, while teaching and post teaching. Freeman states that the success of foreign language learning is measured by the ability to carry out conversations using the foreign language. The general speaking process consists of four stages, namely pre-speaking, while-speaking, post-speaking, and extension practice.

#### **2.1.9.1.Pre-speaking**

Pre-speaking, students are given sufficient time to plan and the teacher provides assistance in both language and knowledge. In pre-speaking, there are three ways that can be taken, namely pre-task planning, pre-speaking support, and authentic input, stated by Sad (2009).

- ✓ Pre-task planning students are given enough time to formulate ideas that will be conveyed in the process of speaking.
- ✓ Pre-speaking support, students are given assistance in the form of vocabulary and initial information related to the topic being studied.
- ✓ Authentic input, students are given examples of speaking through the use of authentic media, visual, audio, or audio visual, which can facilitate students in speaking activities.

#### **2.1.9.2.While speaking**

While speaking, there are several activities that can be carried out, among others, speaking tasks, fluency technique, and forming automaticity. Three types of speaking tasks that can develop fluency are information-gap, problem-solving, and social monologue, stated by Sad (2009).

### **2.1.9.3.Post-speaking**

According to Wang (2014), in the post-speaking stage, the level of accuracy of students in speaking is emphasized through 3 (three) activities, namely language focus, self-repair, and corrective feedback.

### **2.1.10. Strategies in Teaching Speaking**

According to Harmer (2007) Speaking is a language skill where students produce their own language to help students learn to speak so that students can use speaking to learn. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001) stated that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency;
2. Provide intrinsically motivating techniques;
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction;
5. Capitalize on the natural link between speaking and listening;
6. Give students opportunities to initiate oral communication;
7. Encourage the development of speaking strategies.

### **2.1.11. Classroom Speaking Activities**

The teacher should carefully select classroom speaking activities that could help the learners to overcome the problems that EFL learners encounter in classroom which was mentioned in (1.4) instead of just focus on the reading comprehension and writing activities there are some speaking activities that the teachers should use in classroom to promote speaking.

#### **2.1.11.1. Information gap activities**

According to Kayi (2006) quoted by BAR (2019) points out that in this activity, the learners are supposed to work in pairs. One learner will have the information that other partners do not have. The partners will share this information. This activity could serve many purposes, like solving a problem or collecting information. Also, every partner may play an important role because the task cannot be completed if the partners do not provide the

information the others need. Information gap activities are effective because each learner has the opportunity to talk extensively in the target language.

#### **2.1.11.2. Simulation**

According to Harmer (2007), simulation is an activity that is seen to be similar to role play; but it is more elaborated. In simulation learners emulate a real life encounter, such as a business meeting, an interview or a conversation in a hotel as if they are doing so in the real world. They play the role of various characters, and express thoughts and feelings they do not necessarily share. Simulation can be used to encourage learners' oral fluency and allow them to be creative.

#### **2.1.11.3. Survey**

According to Thornbury (2005), surveys involve asking and answering questions in order to complete a questionnaire or survey based on a topic that the teacher has submitted or in the course book; for example, the learners may be asked to prove or disprove the claim. The idea from survey is that learners have to prepare in pairs or groups some questions; then, these learners will mill around, asking the question and noting the answers, before returning to their original groups to gather the findings. A spokesperson from each group reports the group's findings to the class. After that, the class could decide whether or on the claim is justified.

#### **2.1.11.4. Debate**

According to Darby (2007) debate can be defined as an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition, or solution to a problem. It is a structured contest of argumentation in which two opposing individuals or teams defend and attack a given proposition. It requires students to encourage the development of listening and oratory ability, engage in research and create an environment where students must provide a method for teachers to assess the quality of learning of the students and think critically. In addition, it is popular as an extracurricular activity for competition and it also provides an opportunity for peer participation in evaluation.

#### **2.1.11.5. Role play**

According to Ladousse (1987) quoted by BAR (2019) claims that role play is one of the communicative techniques that can develop fluency, promote interaction in the classroom.

When learners assume a role, they play a part either their own or somebody else in a specific situation. Play means that the role is taken on in a safe environment in which is innovated and playful. Role play is a simple technique to organise, highly flexible, and leaving more scope for the exercise of individual variations and imagination.

#### **2.1.11.6. Story telling**

According to Kayi (2006) quoted by BAR (2019) learners can briefly tell a story they heard from somebody beforehand; or they may create their own stories. Story telling confirms creative thinking, and helps learners to express their ideas in the format of beginning, development and ending, including the characters and setting. Learners also can tell riddles or jokes. For example, at the very beginning of each class, the teacher may ask some learners to tell short riddles or jokes as an opening. Through story telling the teacher will address learners' speaking ability, he also gets the attention of the class.

#### **2.1.12. The difficulties affecting learners Speaking Skills**

There some facts affecting learners speaking skills which were mentioned (*see point 1.5.*). The learners often face some difficulties in doing speaking activities. They may be successful in doing speaking activities, but most learners also get many problems with speaking activities. The difficulties affecting learners in speaking skills in EFL classes are factors in oral production. These can be divided into two types: linguistic and psychological factors.

##### **2.1.12.1. Linguistic factors**

According to Thornbury (2005), linguistic knowledge plays an important role in the speaking skill. If any characteristic of this knowledge is lacking, learners can face difficulties in their performance. These factors are lack of vocabulary, grammar mistakes, and pronunciation mistakes.

##### **2.1.12.2. Lack of vocabulary**

According to Thornbury (2005), learning vocabulary is an important part of learning a foreign language. Learners have to select an appropriate and adequate vocabulary in order to achieve a real communication. Spoken language also has a relatively high proportion of words and expressions that express the speaker's attitude to what is being said. Thus, lack of vocabulary is one of the main factors that hinder learners from expressing themselves and speaking in the classroom.

### **2.1.12.3. Grammar mistakes**

Davis and Pearse (2000) quoted by BAR (2019) state that foreign language learners often prefer keeping silent rather than producing wrong grammatical structure in front of their teachers and classmates. Therefore, grammatical mistakes are one of the difficulties that affect learners' speaking performance. Learning grammar is an essential aspect that helps students to gain confidence in their speaking ability.

### **2.1.12.4. Pronunciation mistakes**

According to Bada, Genc et al. (2011) quoted by BAR (2019) speaking English language fluently means having a good pronunciation. Thus, EFL learners need to be aware of the rules of sounds, such as intonation and stress. The author says that the importance of pronunciation in the speaking skill with taking into consideration limited time to understand recall words. Pronunciation is one of the barriers that lead to the difficulty of speaking during classroom activities.

### **2.1.12.5. Psychological factors**

Juhana (2012) quoted BAR (2019) states there are some psychological factors that hinder learners from practicing their speaking in English class. The main psychological factors that affect the learners' speaking skill include: shyness, lack of vocabulary, lack of confidence, fear of making mistakes, anxiety, and lack of motivation, overcrowded classroom.

#### **2.1.12.5.1. Shyness**

According to Gebhard (2000) quoted by BAR (2019) shyness is an emotional thing that learners suffer from at some time when they are required to speak in English class. This shows that shyness could be a reason for many problems in learners learning activities in the classroom especially in the class of speaking. Moreover, paying attention on this factor is important in order to help learners do their best in their speaking performance in the classroom.

#### **2.1.12.5.2. Lack of confidence**

According to Jhuana (2012) quoted BAR (2019) in EFL classes, some learners prefer to keep their ideas and opinions to themselves because they are not sure about their ability to engage in speaking activities. It is often understood that the learners' lack of confidence usually happens when learners realise that their conversation partners have not understood

them or when they do not understand other speakers. In such a situation, they would rather keep silent while others do talking showing that the learners have a lack of confidence to communicate.

#### **2.1.12.5.3. Fear of making mistakes**

According to Aftat (2008) quoted by BAR, (2019) Fear of making mistakes becomes one of the main psychological factors that are affecting learners speaking performance in English in the classroom. In this respect, adds that this fear is linked to the issue of correction and negative evaluation. Therefore, it is influenced by the learners' fear of being laughed at by other classmates or being criticised by the teacher. As a result, learners stop participating in the speaking activity.

#### **2.1.12.5.4. Anxiety**

According to Scoval (1978) quoted by BAR (2019) anxiety in learning is emotional state of apprehension, a vague fear that is only indirectly associated with an object. Learners cannot neglect the existence of being afraid and have a great tension when they think of foreign languages. Therefore, Anxiety is not a serious physical or mental illness, but can be extremely distressing or poor opinion of self. Anxiety often happens when learners believe that their classmates will think badly or judge them.

#### **2.1.12.5.5. Lack of motivation**

According to Littlewood (1984) quoted by BAR (2019) Some EFL learners lack the needed motivation to speak in English language. Actually, motivation is the fundamental strength which decides whether or not a learner starts in tasks, how much power s/he devotes to it, and how long s/he preserves. The development of communicative skills can place if learners have the motivation to express themselves and communicate with others around them.

#### **2.1.12.5.6. Overcrowded classrooms**

According to Martus (1999) quoted by BAR (2019) overcrowded classrooms are made of large number of socially and economically diverse learners. The international development in the United States of America defines an overcrowded classroom as one with 40 or more learners. However, large classrooms often prohibit EFL learners from getting an equal chance of speaking during oral performance. Therefore, overcrowded classrooms often considered to

be one of the major difficulties for both learners and teachers and for the learning process. The latter may affect two interrelated parts of teaching which are time and management.

#### **2.1.12.5.7. The use of mother tongue**

According to Baker and Westrup (2003) quoted by BAR (2019) barriers to learning can occur if learners knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. This shifting from the target language to the first language allows them to express their thoughts and communicate effectively. It is obvious that EFL learners depend on their mother tongue in classroom rather than the target language because of their shyness, lack of vocabulary, or being demotivated to communicate during speaking activities.

### **2.2. Audio-visual Media**

#### **2.2.1. The concept of Audio-visual media**

According to Mayer (2001) quoted by Kurniawan (2016) defines audio-visual media as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. The author also describes potential benefits of audio-visual media (multimedia) that humans possess visual and auditory information processing capabilities.

According to Ivers and Baron (2002) quoted by Kurniawan (2016) state that Audio-visual media allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, AVM has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. In addition, AVM is a media that can be seen and heard to clarify messages or information submitted.

According to Madhuri (2013) quoted by Kurniawan (2016) AVM tools for students can improve speaking skills several times over, more than other methods. AVM can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

According to Bavaro (1989) quoted by Kurniawan (2016) states that AVM are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical AVM can communicate facts and ideas through the eyes and ears to the mind and to the emotions. Technical AVM include computers, videos, overhead projectors, instruments and tools of industrialization.

### **2.2.2. AVM in Teaching Speaking**

According to Edgar Dale (1946) quoted by Kurniawan (2016) states that iconic information, such as photographs, movies, or demonstrations, are much more intelligible. Therefore, he also says that the use of video in English classes has grown as a result of the increasing emphasis on communicative techniques and AVM has an important role in teaching.

According to Subartha (2012) quoted by Kurniawan (2016) has said that AVMs (films) have a powerful influence on pupils as they appeal not only to the eyes and ears but also to the emotions, which can lay a firm foundation for right attitudes and habits. Films can take the attention of students; they may do this in a variety of ways.

### **2.2.3. Procedures of Teaching with Audio-visual Media**

According to Cakir (2006) quoted by Hariani et al. (2018) who stated that the teachers need to have proper plans for the lesson they are going to deliver in class. First of all, the necessary materials and equipment need to be ready, the materials should also be chosen according to the proficiency level of the learners. If the teachers select some interesting materials, the learners will be interested in listening and learning actively. In addition, he mentions the steps in teaching using AVM such as:

1. Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation;
2. Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses;
3. Silent viewing. As video is an audio-visual medium, the sound and the vision are separate components;

4. Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action;
5. Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises;
6. Reproducing/repeating or mimicking activities. After students have seen a section, students are asked to repeat what has just been said, to describe verbally what has happened, or to write down what has happened;
7. Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode;
8. Follow-up activities. It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communication practice.

#### **2.2.4. The Audio Visual Material Used by Teacher in Teaching Speaking Skills**

Concern on what was explain in point 1.1, the schools does not have enough material to teach speaking and through the lack of speaking material, there are some material which have to do with audio-visual and it will be applicable to teach speaking, there some advantages of using these material. According to Richards (2011) quoted by Hariani et al. (2018), instructional materials can provide detail specification of content, event in the absence syllabus in addition to the pictures. The teacher also gives the text to facilitate students in the pronunciation of spoken English. The real teacher already provides images and text so students speak based on the instruction of teacher, after that the students create instances based on the images and text that has been given by the teacher.

In addition, Hamalik (2011) quoted by Hariani et al. (2018) suggests the use of four classifications of teaching media to improve speaking skills which are:

1. Visual media, such as mobile. Computer, micro projection, bulletin board, pictures;
2. Audited media, Radio, mp3 player, recorder of tape recorder;
3. Audio visual media, such as film, TV, and three dimensions' things, and also we can use telephone and computer with projector;
4. Dramatization, role play, socio drama, etc.

### **2.2.5. How to use audio-visual media in classroom**

The use of audio-visual media in the classroom follows basic principles. First, the teacher must plan the lesson, which serves as roadmap that will guide during the lesson as a way of making the teaching and learning process being operated meaningfully. Within the planning, the teacher should consider the lesson objectives that will be important in selecting the type of audio-visual as well the activities for the lesson. It is important that to plan the lesson focusing on speaking activities; although using audio-visual equipment, the speaking lesson does not change its traditional structure. Therefore, the lesson should follow four basic stages, as Wang (2014) explains, speaking activities generally consist of four stages, namely pre-speaking, while-speaking, post-speaking, and extension practice.

#### **a) Pre-speaking**

The pre speaking stage is the introductory part of the lesson. It can involve different warm up activities, which can include revising the previous lesson. After that the teacher should elicit the topic mainly asking questions. This stage aims to organize the learners for the video, so, the teacher organizes the class for the lesson. It is within this stage that the teacher teaches key vocabulary, that learners might have difficulties in comprehending. After that the teacher should evaluate the learners understanding of the new vocabulary through questions. Apart from the vocabulary teaching, it is within this stage that the teacher recalls learners' previous knowledge of the topic. After that, the teacher connects the material (projector, computer, and speakers) in case there is availability; the teacher can also take advantage of learners' smartphones to make the learners watch the video. From that the teacher can move to the second stage.

#### **b) While speaking**

In this stage, the teacher plays the video three times to answer specific information that the teacher recommends (This can be made in pair works or group works depending on the choice of the teacher). After that, learners follow carefully the instructions given by the teacher. Finally, the teacher evaluates the learners' answers and provides feedback.

#### **c) Post speaking**

In this stage, the teacher tells the learners to work in groups, where for example group A will be asking questions regarding the video to group B. and they will exchange the role

where the winner will be the group that will answer correctly the huge number of questions. The teacher gives feedback of the whole lesson and gives homework to the learners.

#### 2.2.6. The Benefits of Using Audio-visual Media in the Classroom

There are some benefits of using these audio-visual media in classroom which will help the learners to have clear understanding of the lesson and it calls their attention. According to Smaldino, et al. (2002) quoted by Hariani et al. (2018) AVM brings some benefits to the teaching and learning process and the benefits are the following:

1. **Motion** - moving images have an obvious advantage over still visuals in portraying concepts in which motion is essential to mastery (such as psycho-motor skills);
2. **Processes** - operations such as assembly line steps, science experiments or even cooking classes, in which sequential steps are critical, can be shown more effectively;
3. **Dramatization** - dramatic recreations can bring historical events and personalities to life. They allow students to observe and analyse human interactions;
4. **Skills learning** - research indicates that the mastery of physical skills requires repeated observations and repeated practice;
5. **Affective learning** - because of its great potential for emotional impact, video can be useful in shaping personal and social attitudes;
6. **Cultural understanding** - students can get a deep appreciation of other cultures by seeing depictions of everyday life in other societies. Based on the explanation above, we can know that audio visual aid is one of the good materials in teaching English as foreign language. It's a one way that teachers can use to improve the student's skills especially in the skills of listening and speaking.

In addition, Rinanto (1982) in his book quoted by Hariani et al. (2018) describes how benefit is the uses of audio-visual media in classroom to allow the learners to communicate and it can help the learners to have some improvement in such aspects:

1. **Overcoming the limitations of children's experiences** - Every child's experience is different, determined by family and community factors. These differences are things that are not easily overcome if in teaching the teacher uses only verbal language because children are difficult to bring to the learning object. By presenting audio-visual media in the classroom, all children can enjoy it;

2. Beyond space and time constraints - Not all things can be experienced directly by children, it is caused by:
  - a) Objects that are too large for example wild animals or object that are too small for example bacteria, with the help of audio-visual media we can display them in class;
  - b) Movements that are too slow for example amoeba movements or movements that are too fast for example clouds, can be followed by presenting audio-visual media in the classroom;
  - c) Obstacles to studying seasons, climate, and geography such as the formation of the earth can be presented in class with the help of audio-visual media.
3. Enables direct interaction between students and their environment - For example when the teacher explains about the sea, if delivered in verbal language, then direct contact between children and objects will be difficult so that audio-visual media is needed to present the real situation of the object to create a deep impression on students;
4. Audio-visual media provides uniformity of observations;
5. Audio-visual media can instil large, concrete, and realistic basic concepts;
6. Audio-visual media generate new desires and interests;
7. Audio-visual media provides an integral experience from the concrete to the abstract.

In general, there are many reasons to use audio-visual media to improve learners' speaking skills. As suggested by Harmer (2004: 282) stated that some of the reasons as to why the language teacher is advised to use video as a medium of learning and teaching are: First, Language learners not only hear the language they learn, but they also look at the context directly from the video being played. Video will be a marvellous medium that represents expressions, gestures and other visual forms and the knowledge of cultural differences. Secondly, video will enable students to see situations outside the classroom without having to leave the classroom; thirdly, learning material in the media would be easy to remember because it is fun; and the last one, the video can enhance students' motivation and interest in learning. It is as described previously that students not only learn how to see, but also listen, and it will be interesting for them so their motivation to learn will also increase.

**Theoretical Framework**

This study is informed by Kurniawan, F. (2016) who outline that learners speaking skills can be improved by using AVM. His research concludes that there was an increase in improvement of the speaking ability of the students by using AVM. Most improvement was in pronunciation, grammar and vocabulary, with no significant improvement in fluency and comprehension. This research will explore more about the AVM material that we have in order to help the learners in their speaking skills.

## **CHAPTER III: METHODOLOGY**

### **3. Methodology**

Kothari (2004) defines Methodology as a systematic study of how research is done scientifically. He says that methodology is where the researcher studies the various steps that are generally adopted in studying his research problem along with the logic behind them. In addition, it refers to the study of methods used in a field researchers use to achieve the objectives of their studies. Thus, this chapter presents methods or the type of research; afterwards, population and sample, the data collection techniques and finally, qualitative and quantitative research.

#### **3.1.Type of research**

The present research employed the both qualitative and quantitative research. They allow the research to answer the research question. Qualitative, it gave specific information in form of words allowing the researcher to interpret and make sense of the phenomenon that is happen in the school in other to understand the speaking activities.

##### **3.1.1. Qualitative Research**

The study categorized as qualitative research. According to Pope, Ziebland and Mays (2000) quantitative research typically specific and clearly defined questions to examine the relationship between two events, or occurrences, where the second event is a consequence of the first event. In addition, quantitative is often gathered through surveys and questionnaires that are carefully developed and structured to provide you with numerical data that can be explored statically and yield a result that can be organized to some larger population. Qualitative research is to describe lifeworld's from the inside out, from the point of view of the people who participate. By so doing it seeks to contribute to a better understanding of social realities and to draw attention to process, meaning pattern and structural features. For this study we use bibliography revision in other to find what the others author thinks about the AVM.

##### **3.1.2. Quantitative Research**

According to Pope, Ziebland and Mays (2000) quantitative research typically specific and clearly defined questions to examine the relationship between two events, or occurrences, where the second event is a consequence of the first event. In addition, quantitative is often gathered through surveys and questionnaires that are carefully developed and structured to

provide you with numerical data that can be explored statically and yield a result that can be organized to some larger population.

### **3.2.Data collection techniques**

#### **3.2.1. Observation**

Observation was another way of collecting qualitative data. It allowed the researcher to collect data while the phenomenon was actually occurring in the place where it was happened. It was important for the researchers to focus on what issues intended to research according to the research question. The instrument that facilitated the researcher in the process of observation was lesson observation sheet designed by the researcher. Thus, Observation is essential in the study in order to help gathering data.

West (2006) quoted by Griffiee (2012) defines observation as a data collection technique based on the act of watching something and recording the results in a way that produces data that can be analysed and interpreted. Therefore, in this study, this will be specifically chosen to observe 9 Lessons of 3 different teachers in order to identify the techniques and materials they use as well as to analyse their effectiveness.

According to KERVINet *al* (2006: 84) “the observation of participants in a setting is a traditional form of data gathering. Observation can be conducted under rigorously controlled conditions or can be open-ended”.

#### **3.2.2. Questionnaire**

The second technique is Questionnaire. West (2006) quoted by Griffiee (2012) defines Questionnaire as often paper- or computer-based instruments asking respondents for their opinions, as opposed to measuring learning. In this study, the questionnaire will be administered to 50 students of grade 10 to certify whether they learn speaking skills or not, the technique which is used by their teachers are effective or not and these techniques as the objective to analyse their opinion on the use of audio visual media to improve speaking skills.

#### **3.2.3. Interview**

The third technique is Interview. This is defined by West (2006) quoted by Griffiee (2012), as usually one-to-one face-to-face meetings in which the data-gatherer asks questions to someone being interviewed”. Hence, in this study, Semi-structured interviews was directed to the teachers to identify the techniques they use in teaching speaking skills and to analyse their effectiveness, as well as to analyse their opinion on the use of audio visual media to improve learners' speaking skills.

KERVIN *et al* (2006: 88) state that:

“Interviews are frequently used to gather data. Interviews tend to elicit more detailed information as the key stakeholders orally respond to questions posed by the researcher. The richness of these responses can add markedly to the researcher’s understanding of the social setting under investigation”.

According to FONTANA & FREY (2000: 645), “interviewing is one of the most common and powerful ways of data collection through which we try to understand human beings”.

#### **3.2.4. Document Analysis**

The fourth technique which was used is document analysis. According to Bowen (2009) Document analysis is a systematic procedure for reviewing or evaluating documents (both printed and electronic material). As claimed by Bowen, documents that may be used for systematic evaluation as part of a study take forms of advertisements, agendas, attendance registers, and minutes of meetings, manuals, background papers, books and brochures, diaries and journals, letters and memoranda, press releases; program proposals, and summaries, radio and television program scripts, institutional reports, and various public records, etc. Thus, this technique was chosen to analyse the effectiveness of material (grade 10 course book) used by the teachers in teaching Speaking.

#### **3.2.5. Experiment**

Experiments are generally used in behavioural research, mainly for the purpose of comparing groups and/or measuring change resulting from experimental treatments. However, there is a kind of experiment that can be administered to only one group, the one group post-test only design. According to Cohen, *et al* (2018), one group post-test only design is basically a confirmatory experiment where an experimental group receives an intervention and then takes a post-test and the scores are checked. Therefore, a topic was chosen and taught in the classroom, to certify that it is possible to teach speaking through the use of audio-visual to improve learners’ speaking skills in the classroom.

#### **3.2.6. Data analysis**

For this study, the collected data were carefully analysed on the basis of regularity among the information from the classroom observation, interviews and questionnaires. The data gathered from the field by administering interview questions to the teachers is difficult to interpret and therefore such data must be analysed and given meaning. We

gave much more praise to the vast majority of lessons that were observed and we also validated individual and personal opinions. In the same way, the data on the opinions from the analysis of listening activities of the textbook were analysed allowing us to make its interpretation and they are descriptively presented.

### **3.3.Population and Sample**

Population is defined by Borich (2008) as a collection of participants, items or events about which you want to make inferences. The population of our study will be English language teachers and learners of grade 10 from “1ª de Maio” Secondary School - Chicique, located in Maxixe district, Inhambane Province. However, since population can be wide for Data collection, there is a need of sampling.

According to CRESWELL (1998: 110), “sampling is the process of finding people or places to study; to gain access to study; and to establish a rapport so that participants provide relevant data”. During the process of sampling, the aim is to get a sample that is as representative as possible of the target population. In addition, Borich (2008) defines sampling as the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Thus, the sampling of this study is two (2) Teachers of English Language and 50 learners from grade 10.

## CHAPTER IV: DATA PRESENTATION, ANALYSIS AND DISCUSSION

The current chapter presents, data presentation, analyses, and discusses the data collected through means of observation, Document analysis, interview, questionnaires, and provides the description (Lesson Sample) of the Experiment conducted at 1<sup>a</sup> de Maio Secondary School. After having observed ten (10) lessons in grades 10 and interviewed two (2) Teachers of English language. The questionnaire was given to 50 students from grade 10 belonging to different classes and an experiment was also administered to target learners.

### 4.1.Data Presentation and Analysis

In this first part, this is presented the data and makes understanding of data. It is necessary to make use of collected data which is considered to be raw data which must be processed to put for any application and make analysis of it. By analysing, it facilitates the interpretation of data and takes a decision or answer the research question which is connected with the objectives. It was observed and interviewed two different teachers and as a way of identify them was used capital letters in order to maintain the names anonymity and integrity of data, the teachers are referred as Teacher A and Teacher B.

#### 4.1.1. Data Collected Through Observation

This point is mainly aimed at presenting the data collected through observation. As a matter of fact, to be in position to gather the data, 10 lessons were observed during three weeks in different 10<sup>th</sup> grade classes where the teachers were allocated (1<sup>a</sup> de Maio Secondary School). Each lesson observed had 45 minutes of length and covered topics such as school and hobbies, healthy, adverbs of degree, alcohol and drugs, family. The observation allowed us to identify the skills, the techniques, the materials used by the teachers in speaking activities, learners' reactions towards these techniques, and to check the use of audio-visual media in the classroom. The observation also aimed to check the reliability of the answers given by teachers in the interviews and by the learners in the questionnaires. Therefore, the data are presented in the following table.

Aspects to be Observed	Observed		Comments
	Yes	No	
Teacher integrating Speaking Skills during the lesson.	X		Speaking skills was integrated during the lessons. However, the speaking activities were not productive. Most speaking activities took place in

				form of questions and answers, in which learners had to answer direct questions from the teachers and interpretation questions orally.
Teacher getting students to practice the four skills (listening, reading, speaking and writing)	X			All the skills were practised; however, not equally, the lessons were more focused on reading, writing and live listening, and rarely on speaking.
Which teaching techniques does the teacher use?	Debate		X	
	Storytelling		X	
	Conversation	X		Conversation was integrated during the lesson. However, the teacher had to speak in Portuguese then in English in order to facilitate the learners understanding. In these conversation learners had to discuss things related to the topic or the text.
	Simulation		X	
	Videos		X	
	Songs		X	
	Others		X	
Materials used by teacher in teaching speaking skills:	Picture		X	
	Projector		X	
	Course book	X		The use of course book was also observed (copies from the course book)
	Handout	X		The use of handouts was also observed (copies from the course book)
	Texts	X		Texts (from course book) were also used (the teacher read it while learners listened) but, the learners were not given opportunity to produce the language after reading.
	Video		X	
	DVD player		X	
Teacher applying all the stages of speaking lesson (pre-speaking, while speaking and post			X	

speaking)			
The teacher uses Audio-visual media.		X	
The teacher uses authentic materials.		X	
The learners are given speaking activities.		X	
The activities motivate the learners to speak.		X	
Learners have interest in speaking more.		X	
Teacher helps the learners with their speaking problems		X	
The learners provide their doubt during the lessons.		X	

**Table 1:** Classroom observation

In the light of the presented data, it was observed that the teachers did not teach speaking; actually there were not activities in which learners had to produce the language. In fact, learners were given questions to answer, however, these activities were given in a context of reading comprehension; therefore, the learners had not the challenge of producing the language they might know. Moreover, the practice of speaking through answering questions based on the text cannot be considered as teaching speaking, because the teaching of speaking is a process in which the teacher enables the learners to use the language for communicative purposes. Therefore, from the observations, it can be said that the teachers do not teach speaking skills.

Concerning the techniques used to promote speaking in the classroom, the observation showed that the single technique used was conversation, in which learners were supposed to discuss issues related to the lessons. However, this technique was not correctly applied, in the extent that instead of speaking in English, both teachers and learners spoke Portuguese. Thus, in contrast to what was expected, the teachers did not provide the learners with an appropriate environment for the development of speaking skills. Furthermore, it was seen that the teachers only use the course book; there were no other materials to promote learning. This fact also

showed that there is no use of audio-visual media for the teaching of speaking. In few words, there is no teaching of speaking in grade 10 classes, and both techniques and materials used are ineffective for the development of learners' speaking skills.

#### **4.1.2. Data collected through interviews**

This technique was used in order to get the teachers' opinions towards the teaching of English in grade 10 classes, most specifically in what concerns the skills they teach, the techniques and materials used, as well as to understand their opinion towards the use of audio-visual media in the classroom. These interviews were carried with two teachers of grade 10, who are referred in this paper in numbers (teacher 1 and teacher 2). The results are presented in terms of answers for specific questions.

##### **Q1. How long have you been teaching English?**

The aim of these questions was to recall the teachers' experiences in ELT, Knowing exactly about the period they have been teaching. Concerning this, the teachers' answers varied from four to twelve years. Thus, with these years in the teaching field, it can be said that during their teaching they have surely come across with many different constraints in teaching speaking skills, which might have led to the adopting of various teaching techniques.

##### **Q2. What are the speaking activities that you give your learners?**

This question aimed to verify if the teachers teach speaking or not. If they teach speaking, they would be capable of mentioning the activities they use to promote speaking. Apart from that, this question would allow to verify if the teachers use any activity related to audio-visual media. The teachers answered:

*"... The speaking activities that I usually give them are role play, debate, storytelling and simulation..."* Teacher 1.

*"... I gave them some role-play and sometime story to complete..."* Teacher 2.

Analysing the answers given, it can be said that the teachers give different speaking activities, which might allow learners to practice the language in different contexts. However, the answers obtained from the teachers do not go along with what was seen during observations. Actually, in the observed lessons, there were none of the speaking activities mentioned by the teacher. Therefore, the teachers do not teach speaking, but they assume to

use some speaking activities; this shows that they know different strategies for the practice of speaking, however, do not apply them.

### **Q3. How often do your learners speak in the classroom activities?**

This question was asked in order to know to what extent the learners are given time to speak during the lessons. This would allow the analysis of both TTT and STT, as well as the use of learners' centred approach. The teachers answered:

"... Often..." Teacher 1.

"...It depends on the lesson, there are that require it..." Teacher 2.

The answers obtained regarding the frequency of speaking activities were not satisfactory, in the extent that the teachers were not able to explain exactly when and how their learners practice speaking. Whilst Teacher 2 assumed to have speaking activities depending on the lesson, Teacher 1 said to have learners practicing speaking frequently, however, this frequency of speaking was not observed.

### **Q4. What are the common problems do learners show while speaking English?**

This question aimed to understand from the teachers' point of view, the difficulties that learners face during speaking activities, as well as getting how the teacher reacts to such problems. The teachers answered:

"... Pronunciation..." Teacher 1.

"...lack of vocabulary" Teacher 2

In answering about their learners speaking problems, the teachers pointed the pronunciation and vocabulary as the factors behind learners' difficulties. It is important to highlight that these two are key elements of speaking skills, which absence contributes to difficulties in producing meaningful language. Moreover, the data obtained from observations confirmed the existence of pronunciation problems, lack of vocabulary, use of mother, shyness, grammar problems, and lack of confidence.

**Q5. What strategies do you use to help learners overcome the problems they encounter in speaking or while speaking English?**

This question was made to know the strategies that teachers use to improve or overcome the learners speaking skills during the lessons. More specifically to understand how the teachers deal with the different problem affecting learners speaking skills. The teachers answered:

“...Sometime I give them texts to read, reading comprehension, whereby I help them during the reading...” Teacher 1.

“...giving them more speaking activities...” Teacher 2.

The results showed that the teachers find in reading the solution for their learners’ speaking difficulties. this justifies the focus on reading observed in the lessons. Although reading promotes the development of learners’ vocabulary and the practice of pronunciation, it is not sufficient for the development of speaking skills, because there are other factors affecting learners’ speaking skills that cannot be solved through reading activities, the case of learners’ lacks of confidence, the use of mother tongue to express ideas, the fear of making grammar mistakes, and the shyness.

**Q6. Are the activities and techniques that you use to teach Speaking Skills effective?**

This question aimed to make the teacher evaluate the effectiveness of the activities and strategies used to promote speaking. The teachers answered:

“... It is quite difficult to say if it is...” Teacher 1.

“... yes, the activities and the techniques are effective to teach speaking skills...” Teacher 2.

The results showed that one of the teachers is not in position of evaluating the effectiveness of the activities used to promote speaking. This situation might be due to the fact that speaking is not a priority in the lesson. On the other hand, teacher 2 believed his technique to be effective. However, the observation proved that such techniques are not effective for the development of speaking skills.

**Q7. Looking at the world that we live, do you think that there are some materials or tools that we can use to improve speaking skills?**

This question was made to know if the teachers have some ideas about technology evolution and the advantages they bring to the teaching and learning of language, mainly in foreign contexts. From this question it would be possible to understand whether the teachers are aware of different teaching material apart from the book.

“... yes, I think the integration of the mobile, computer in the classroom, and wall chart can be the solution to help our learners to develop their speaking skills and also through other strategies that may influence in their motivation...” Teacher 1.

“... I really believe that our learner can improve their speaking problems through the images, songs, and other material that may call their attention...” Teacher 2.

From the data obtained from this question, it can be said that the teachers are aware of different materials that could facilitate the learning and promote the development of speaking skills, even though they limit themselves to the use of course book, which is not sufficient to allow the development of speaking skills.

**Q8. Have you ever used audio-visual media in the classroom?**

In asking this question, it would be possible to know if the teachers use audio-visual method.

“... I have never used it yet, but I think it would help us in our teaching...” Teacher 1.

The answers obtained from both teachers showed that there is no use of audio-visual media to teach speaking. These results agree with the ones obtained from observation, which proved that there is no use of audio-visual media in grade 10 lessons.

**Q9. Looking to the technologies evolution, what do you think using AVM in classroom?**

This question aimed to understand the teachers’ attitude towards the use of audio-visual media to teach English speaking skills.

“... Audio-visual media can help learners to overcome physical or cognitive problems. It can help the brain to process ideas received, it interests and motivate the learners by just calling their attention during the lesson...” Teacher 1.

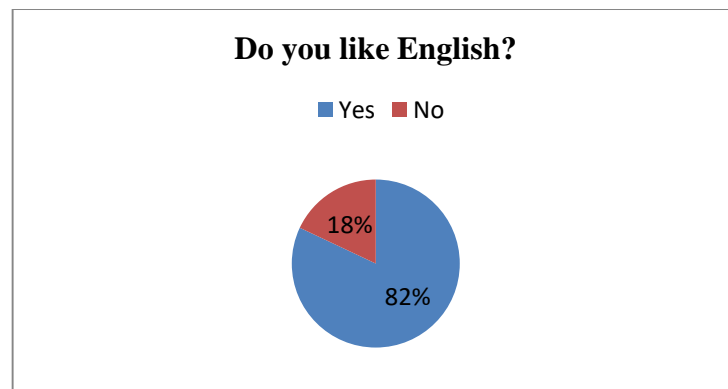
Although the teachers assumed not to use audio-visual media, they believe that the use of this method would contribute to the development of learners' interest and motivation in learning, which consequence would be the development of speaking skills. Moreover, on the possible contribution of audio-visual media in the learning of English, the teachers added that this method would facilitate the understanding, through the combination of sounds and images.

#### 4.1.3. Data collection through questionnaire for learners

This part aims to present the data collected from the questionnaire for learners. The objective of the questionnaire was to get the perspective of the learners about the teaching of speaking and the use of audio visual media to improve speaking. This questionnaire was applied to 50 learners from grade 10 classes, 25 belonging to teacher A and other 25 to teacher B. For better understanding by the learners and consequent gathering of reliable data, the questions were translated to Portuguese, which learners are fluent in (see appendixes).

##### 1. Do you like English language?

The purpose of this question was to know the learners' position towards the learning of English language and to measure whether they like English or not.

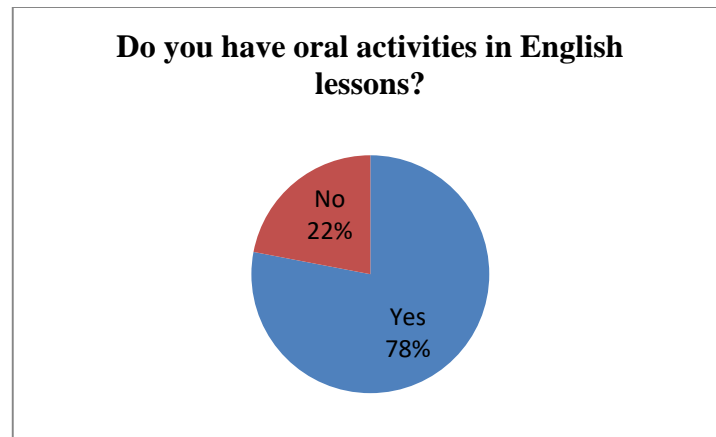


**Figure 1:** *The position of the learners about English language.*

Regarding this question, the results showed that the majority of the learners like learning English. As the graphic illustrates 41 learners that correspond to 82% answered to like English. On the other hand, 9 learners that correspond to 18% answered not to like English.

##### 2. Do you have oral activities in English lessons?

This question aimed to understand whether the learners are given oral activities or not. The answers of this question would be helpful to measure whether the teachers teach speaking.

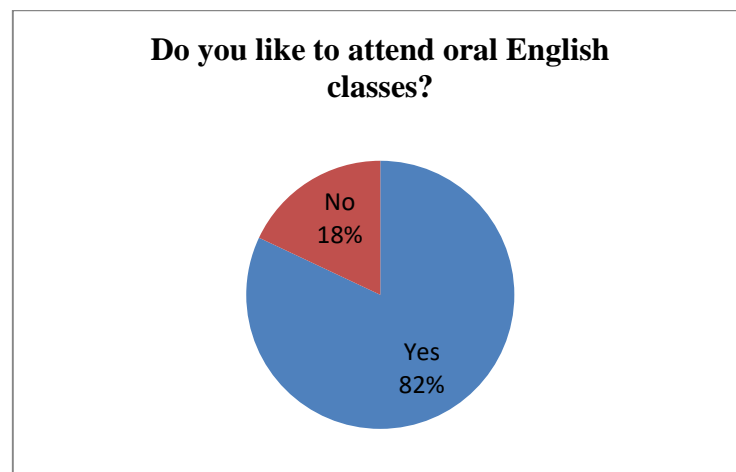


**Figure 2:** *Oral activities*

As the graphic shows, many learners believed to have speaking activities, a total of 39 learners corresponding to 78% answered to have oral activities, while other 11 corresponding to 22% answered no.

### 3. Do you like to attend oral English classes?

This question aimed to understand the learners' attitude toward the practice of speaking in the classroom.

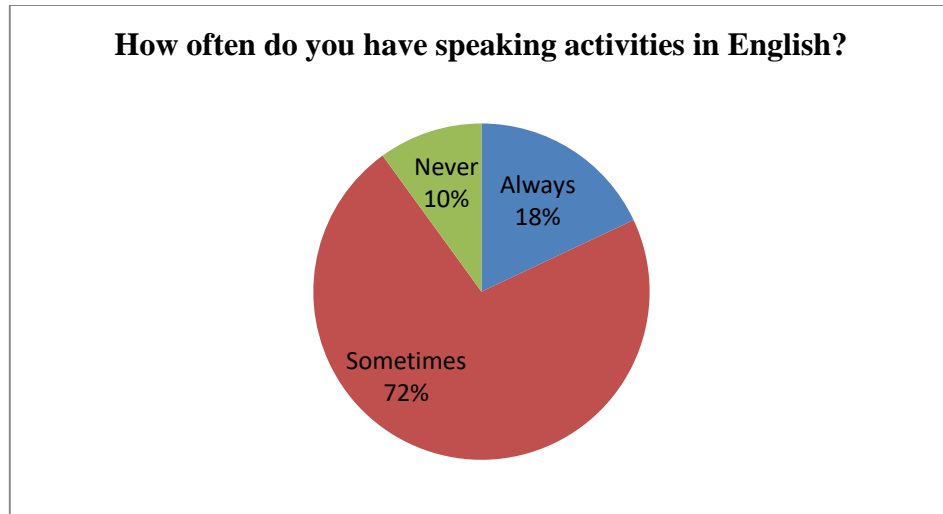


**Figure 3:** *The practice of oral English*

The graphic illustrates that 41 learners that make 82% answered to like oral classes. On the other hand, 9 learners corresponding to 18% do not like oral classes.

### 4. How often do you have speaking activities in English?

The objective of this question was to measure the frequency of speaking activities in the classroom. The knowledge of the frequency would be helpful in understanding to what extent speaking is prioritised.

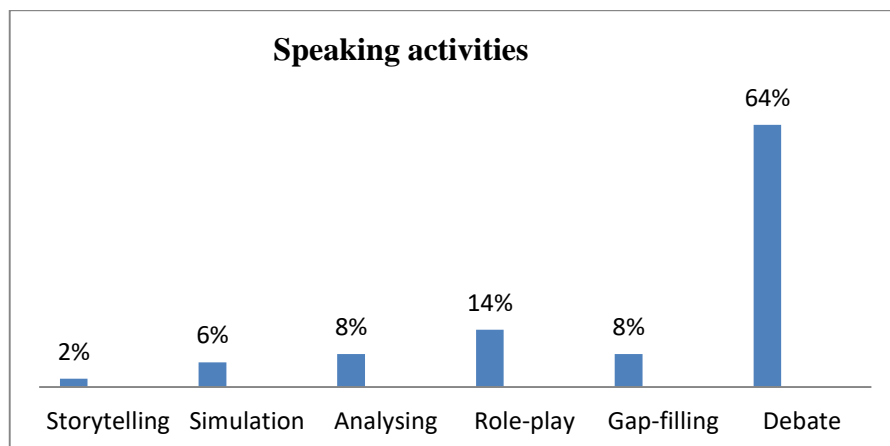


**Figure 4:** *Frequency that the learners have speaking activities*

The answers got from the learners are: 9 learners corresponding to 18% believed to have speaking activities always. Moreover, 36 learners making 72% said to have speaking activities sometimes. Still, other 5 learners corresponding to 10% said that they never had speaking activities.

##### **5. What kind of speaking activities do you have in English lessons?**

The purpose of this question was to analyse the techniques used by teachers to promote speaking in the classroom.



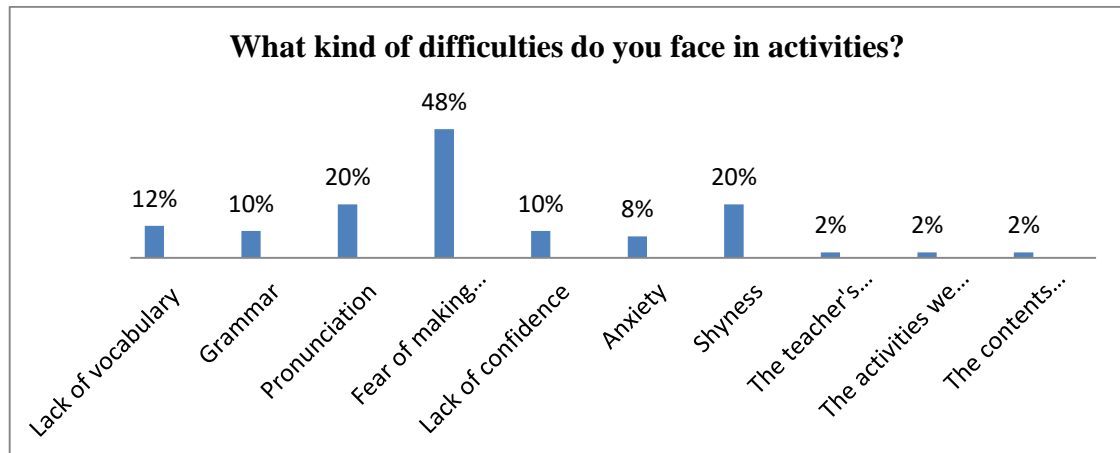
**Figure 5:** *types of speaking activities*

Within a variety of activities, only 1 learner corresponding to 2% selected storytelling. Other 3 learners corresponding to 6% answered to have simulation. Moreover, 4 learners that are 8% selected analysing activities. Apart from that 7 learners that are 14% said to have role-

play, and other 4 making 8% selected gap-filling. Finally, 32 learners that are 64% answered to have debate activities.

#### 6. What kind of difficulties do you face in activities?

This question aimed to understand the limitations that learners usually face when it comes to speaking activities.

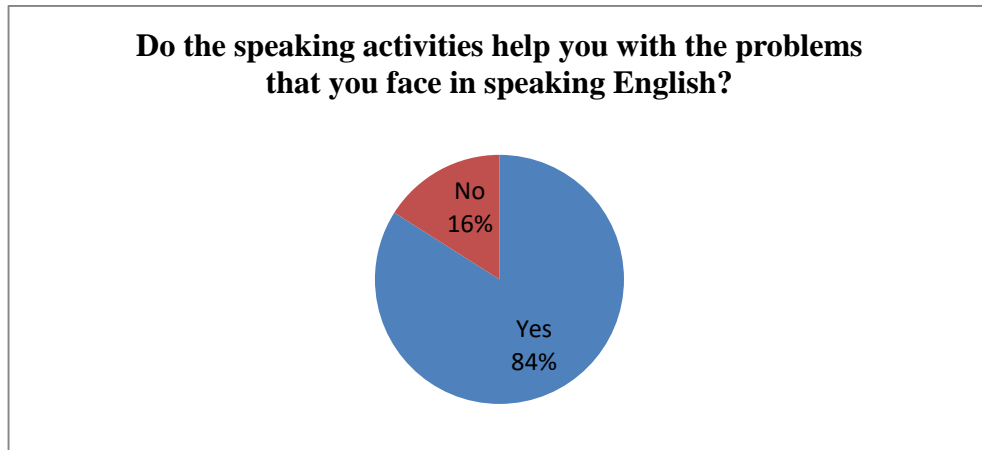


**Figure 6:** *Difficulties faced by learners in speaking activities*

As the graphic shows, 6 learners corresponding to 12% answered that the main difficulty they have is the lack of vocabulary. Further, 5 learners that corresponding to 10% answered that they faced the lack of grammar and confidence. Apart from that 10 learners that make 20% said that they have difficulties in pronunciation and shyness. Interestingly, 24 learners making 48% said that they have fear of making mistakes. On the other hand, 1 learner that makes 2% answered that have difficulties with the teacher's pronunciation, the activities we are given in the classroom, and the contents that are brought in discussion.

#### 7. Do the speaking activities help you with the problems that you face in speaking English?

This question aimed to understand whether the activities used in the classroom are helpful for the learners or not.



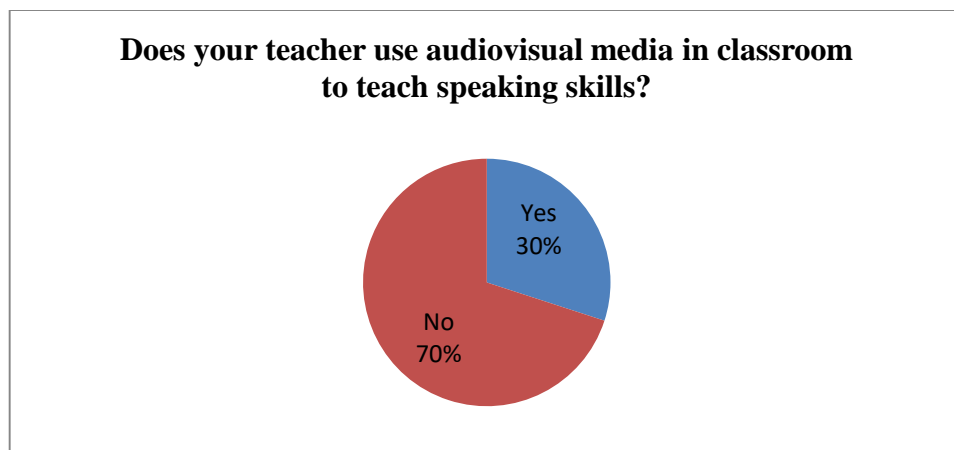
**Figure 7:** *the speaking activities*

In answering this question, 42 learners that correspond to 84% said that the activities are helpful. On the other hand, 8 learners that are 16% said that the activities are not helpful.

### **SECTION THREE: STUDENTS' PERCEPTIONS OF USING AUDIOVISUAL MEDIA IN CLASSROOM**

#### **8. Does your teacher use audio-visual media in classroom to teach speaking skills?**

The purpose of this question was to check the use of audio-visual media in the classroom to teach speaking.

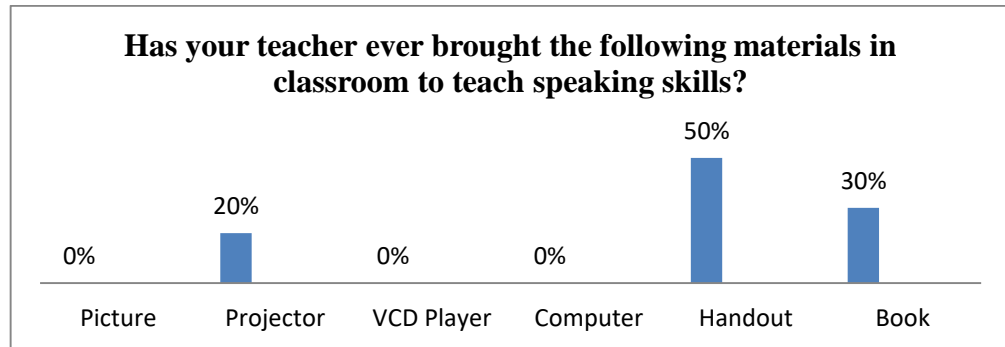


**Figure 8:** *The use of audio-visual media in classroom*

As the graphic shows, a total of 35 learners corresponding to 70% answered that the teacher does not use audio-visual media in the classroom. On the other hand, 15 learners corresponding to 30% said that the teacher uses audio-visual media.

**9. Has your teacher ever brought the following materials in classroom to teach speaking skills?**

This question was asked in order to check whether the teacher uses audio-visual material in the classroom.

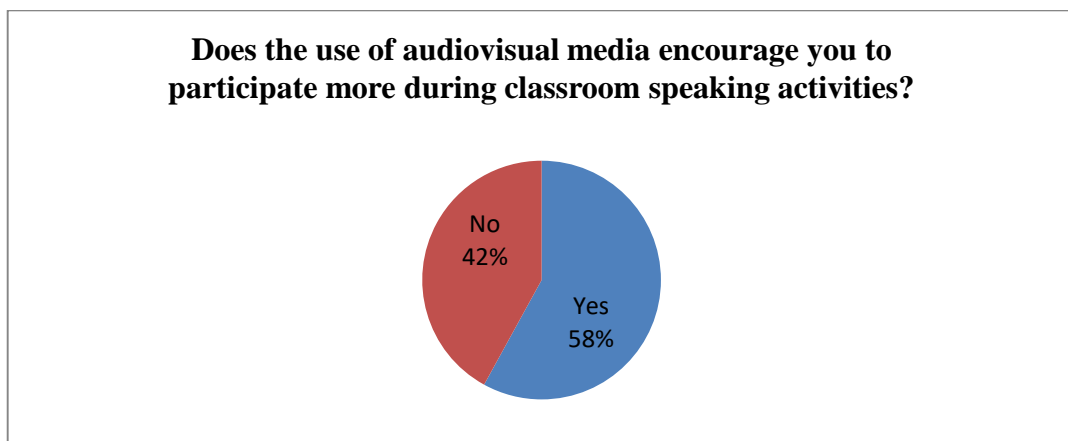


**Figure 9:** *Material to teach speaking skills*

The results showed that the teacher has used three different tools. As it can be seen, 10 learners that correspond to 20% answered that the teacher has brought projector. Moreover, 15 learners that are 30% answered that the teacher has brought book. Apart from that 25 learners that are 50% said that the teacher has used handout.

**10. Does the use of audio-visual media encourage you to participate more during classroom speaking activities?**

This question aimed to analyse the impact of the use of audio-visual media in learners' participation.

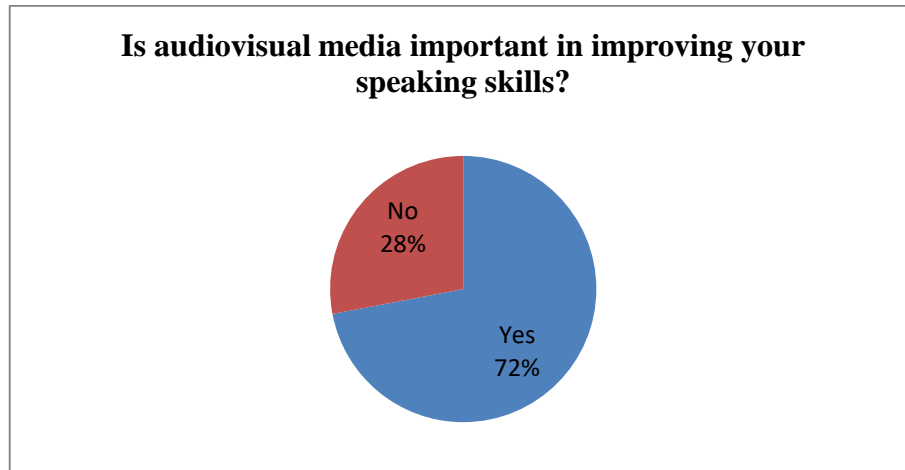


**Figure 10:** *Audio-visual media encourage classroom speaking activities*

The result shows that 29 learners that are 58% answered that the use of audio-visual media encourages them to speak. On the other hand, 21 learners that are 42% said that the use of this tool does not encourage them to speak.

### 11. Is audio-visual media important in improving your speaking skills?

The aim of this question was to check whether learners believe that the use of audio-visual media could improve their speaking skills or not.

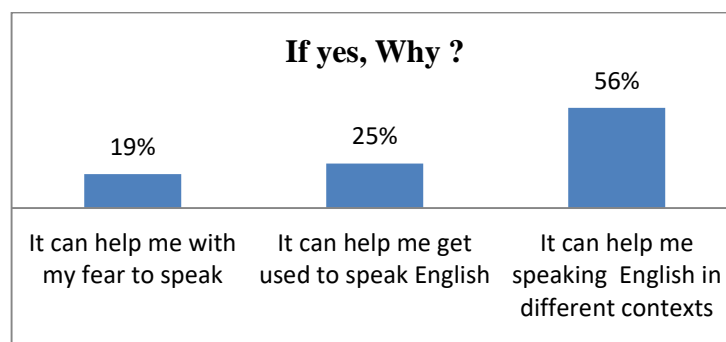


**Figure 11:** *The importance of using audio-visual media*

The answers suggest that 36 learners corresponding to 72% think that audio-visual media is important for the improvement of speaking. While other 14% that are 28% do not see audio-visual media as being important for the improvement of speaking.

### 12. If yes, Why?

This question aimed to understand the aspects that the learners consider important in using audio-visual media.

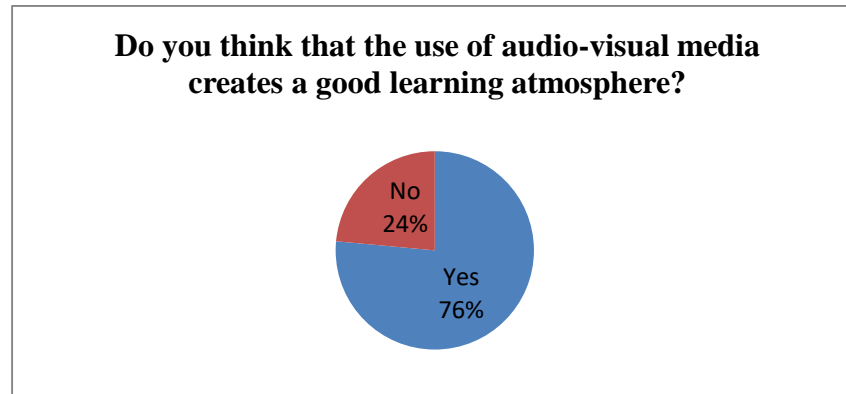


**Figure 12:** *The aspects that learners consider important using audio-visual media*

Within a universe of 36 learners that believed audio-visual media to be important for the improvement of speaking skills, 7 learners corresponding to 19% believe that audio-visual media can help with the fear of speaking. Other 9 learners that are 25% said that it can help in getting used to speak English. Finally, the remaining 20 that are 56% answered that it can help in speaking English in different contexts.

### 13. Do you think that the use of audio-visual media creates a good learning atmosphere?

This question aimed to know how learners feel with the use of audio-visual media in the classroom.



**Figure 13:** *The learners' position about audio-visual media*

In answering this question, 38 learners that correspond to 76% said that they feel good when the teacher uses audio-visual media. However, 12 learners that are 24% answered that audio-visual media does not create a good atmosphere.

### Discussion

The discussion can be summarized into the following three main points: (a) the reasons behind the difficulties affecting learners speaking skills; (b) the effectiveness of activities and techniques used by teachers in teaching Speaking Skills; (c) the use of audio-visual media can improve learners' speaking skills. It provides the answer of the objective and brings the summary of the data collected during the interview, questionnaire, and observation.

#### ➤ What are the difficulties affecting learners Speaking Skills?

Concerning to this question, the answers were collected through the interview and questionnaire. According to the teachers, the learners' most frequent difficulties are pronunciation and lack of vocabulary; these difficulties occur due to the less practice of the language in classroom; apart from that, the teachers assumed not to have speaking lesson because the time given is not enough to run the program. In fact, taking into account the number of learners, it is not possible to have all of them speaking within a lesson. Moreover, the learners answered in "Figure" 6, which shows that 12% of the learners answered that their main difficulty is the lack of vocabulary; and other learners corresponding to 10% answered that they have difficulties in grammar construction and confidence. Apart from that 20% of

the learners said that they have difficulties in pronunciation and shyness. Thus, others which corresponding to 48% said that they have fear of making mistakes and the last one which is 2% answered that have difficulties with the teacher's pronunciation and the contents that are brought in discussion. The data was collected from 2 teachers and 50 learners corresponding 100%. This results show that the teachers do not teach speaking appropriately, they just teach reading comprehension and give the learners writing activities to be read in classroom; consequently, what is expected from speaking activities would not occur totally. Therefore, the learners only develop reading and writing skills.

In contrast to the results, the teachers should use activities such as simulation, debate, role-play and group discussion in the classroom in order to entertain and let the learners involved in the lesson. These types of activities motivate the learners, because with its use, the learners will not face difficulties in speaking skills. Therefore, the best method indicated by the teachers that could promote student's performance in English Language learning was communicative language teaching, which main characteristic is the practice of communication. In order to help the learners overcoming the difficulties in speaking, scholars suggest some activities that teachers can perform in the classroom. As Ur (1991:120)<sup>4</sup>, there are some characteristics of successful speaking activity that teachers should apply during their lessons such as: learners talking a lot, participation is even, motivated is high, and language is of an acceptable level; these are the characteristics which help the teachers in their speaking lessons.

As it can be seen, the lack of speaking among learners is caused by the following aspects, the material used by teachers; this is to say that the material being used is not suitable, therefore, teachers should adapt their material in order to promote a good speaking lesson. In addition, teachers should give more time to learners to participate in the lessons and bring materials that help them feeling motivated and engaged. In general, the main reason behind the learners' lack of speaking skills is the teachers' attitude toward the teaching of speaking; in the extent that they do not prioritise speaking in their learning objectives and activities. Apart from that, there is no use of material that facilitates and promotes the teaching of speaking in the classroom. Nevertheless, this situation would change with the adaption of activities which would increase learners talking time, enhancing their participation, thus raising their motivation, which consequence would be the language development.

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<sup>4</sup> Ur, P. (1996). *A Course in Language Teaching, Practice and Theory*. Cambridge: Cambridge University Press;

➤ **How effective are the activities and techniques used by teachers in teaching Speaking Skills?**

Through the interview and observation, it was discovered that the activities and the techniques used by the teachers are not effective to teach speaking skills. As Teacher 1 answered, “it is difficult to answer if it is or not effective”, but through observation it was realised that the activities both teachers use, do not have relation with speaking skills. Moreover, Teacher 2 said “yes, the activities and the techniques are effective”. This information was different from what was observed in the classroom. The teachers teach using Grammar translation method, and in speaking lessons they do not bring an activity which has to do with speaking skills; they just focus on the reading comprehension and writing activities. Moreover, the technique which is direct question used by both teachers is not effective because the learners can predict the answer and it is most times “yes” or “no”. Therefore, the textbook used to teach does not bring appropriate speaking activities that could contribute to the development of speaking skills.

Considering this lack of suitable speaking activities within the book, the teachers should create and use different activities depending on the skill they pretend to teach in a given lesson; this would reduce the use of reading to practice speaking. One suitable strategy would be the use of personalised education, defended in CLT, this would bring good results because it is centred in learners, focusing more on the language oral use or practice than the written. According to Thornbury (2005:90-91)<sup>5</sup>, there are some techniques that teachers should use to teach speaking. The author suggests some conditions that are needed in speaking activities to increase learners’ chances in learning speaking such as: productivity, purposefulness, interactivity, challenge, safety, and authenticity.

Audio-visual media is considered a very appropriate technique specially in teaching speaking. Through AVM, the learners are exposed to language environment where they learn how the words are pronounced in English focus on the root which is the Standard English. It provides opportunities for the learners to listen and speak. Thus, the teaching and learning activities are more effective and varied because it allows the learners to be involved in the lesson. The use of audio-visual media is successful in the teaching of English because it helps in increasing

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<sup>5</sup> Thornbury, Scott. (2005). *How To Teach Speaking*. United Kingdom: Longman;

the learners' motivation and interest to learn English, so that they can master all the skills, specially speaking skills which are not often carried out.

Within the experiment carried out in the classroom, it was noticed that with the use of audio-visual media, the learners' confidence was increased and it allowed them to perform the language talking about the video but surely showing progression, this technique was used to allow them to produce the simple dialogue and practice their dialogue. AVM serves to facilitate the learners because it gives them something to say during the lesson and by expressing themselves; they improve the speaking skills as well. Harmer (2007), who states that if a speakers want master to speak effortlessly in English, they need to be able to correctly pronounce phonemes, make use of proper stress and intonation patterns and speak in connected speech. For that point, the learners need to see and hear someone speaking correctly so that they can imitate it easily. Therefore, audio-visual media is a good choice to use as facilitator in helping learners speaking skills.

## Conclusion

The results of this study led us to conclude that some disregards of speaking skills in grade 10 English textbook used at 1<sup>a</sup> de Maio Secondary School stem from the availability and nature of the material used to teach speaking abilities. It was identified that the difficulties faced by learners are caused by the use of inappropriate materials and methodologies. Moreover, the less availability speaking activities in the textbook influenced the teachers not to devote enough time to teach speaking; apart from that, the nature of the activities was also found as the cause of this attitude. Therefore, the learners' difficulties in speaking are unconsciously caused by the teacher; since assuming that the teachers are the ones who plan and decide the objective of the lesson and which material to use during the speaking lessons. The activities from the textbook do not motivate the learners to produce the language and the teachers' methodology which is grammar translation and mechanic teaching influence in the learners speaking skills. Therefore, the teachers do not adapt their material and they do not apply appropriated methods. These results show that the first objective which concerned the identification of the difficulties affecting learners speaking skills; was achieved and the hypothesis were confirmed.

Analysing, the results led to the conclusion that the material and technique, which is direct speaking used by teachers are not effective to teach speaking skills. The material, which is textbook does not have enough speaking activities and during the observation it was noticed that the teachers just teach reading comprehension and writing activities while they are teaching speaking skills. The technique used, grammar-translation method, is not appropriated to teach nowadays. It focuses only in the written language than the production. Thus, the possible causes for lack of speaking activities can be improved if the teachers apply the approach (CLT) which was suggested in the syllabus. Therefore, the teachers should adapt the material and use a technique which would allow the learners to make use of the language orally instead of giving reading comprehension activities and writing activities which are not effective to teach speaking skills. With these results, it can be concluded that the second objective was achieved and the hypothesis were confirmed.

As it was seen, the audio-visual media can improve the learners' speaking skills. It was the third objective of this research. Based on the results obtained through experiment, it can be said that there was an increase in the improvement of the speaking ability. It helped them improving their pronunciation, grammar aspect, and know new vocabulary through

watching. The application of this method in classroom brings positive results; it makes the learners remember the concept for longer period of time. They convey the same meaning as word, sound and the object is conventional. The integration of technology in classroom helps the learners to experience things virtually. The learners learn well through the observation and it will motivate them when it comes to say something that they observed. From this result it can be said that the objective was achieved and the hypothesis was confirmed.

## **Recommendations**

The researcher suggests the following for further improvements:

### **Teacher**

- The teachers should provide lots of communicative input to the students in order to expose them to English language learning, it should be the teachers' choice within the teaching and learning process to encourage the students with dialogues and interactive activities, pair work and group discussion;
- Teachers should be creative and innovator by finding resources to work with at an optimum level. They should also teach English language on more realistic ways, using the real objects and materials, using English in the class to motivate the students to learn English by giving them opportunities to expose to real daily interest and life situation.
- English language teachers should participate in training course in order to elevate their level of knowledge and be ready to assume with the demands of the programs. Acquiring a good level of English Knowledge would ensure that the learners would get opportunities to be exposed well the instructions in English languages.
- Teacher should apply various teaching methods not only on grammar translation method and grammar rules, as the aim of English language is to communicate, they should also apply the communicative language teaching and use all the skills necessary in the language teaching and learning such as reading, writing, speaking and listening effectively in English.

### **Learners**

- Learners should interact between them to provides a real need for communication and an opportunity to practice the L2. The students should see the significance of English language in Mozambique and the purpose of learning all the applied skills of this language. This should open their mind and stimulate their interest on knowing the language better.
- Learners should try to practice speaking in or outside the classroom. They should find more learning strategies that is best to acquire this language, they should be motivated to learn and research better, with real materials, audio, videos, etc.

Finally, the recruitment of English teachers, should regard on teachers' professional qualification or teachers with pedagogy as a foundation course, so that they can teach English effectively when they are employed, not just seen as subject within the certificate. Most teachers are not formed in English; they only have basic knowledge, which is not sufficient to take over grade 10 learners. Teachers' qualification is very important to overcome the quality of English in Mozambique and teacher training should be continuous.

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# Appendixes

## Appendix 1:

### Interview for teachers

My name is Issa Mustafa Cantaua, I'm an English teacher trainee from Universidade Save Extensão de Maxixe. I am conducting a study entitled the use of audio-visual media to improve learners' speaking on EFL learning, as part of the fulfilment of the course. The main objective of this questionnaire is to find out teachers' opinions towards the use of audio-visual media as a teaching strategy. Therefore, I would like to have your personal responses on the following questions:

1. How long have you been teaching English?

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2. What are the speaking activities that you give your learners?

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How often do your learners speak in the classroom speaking activities?

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3. What are the common problems do learners show while speaking English?

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4. What kind of activities do you use to help students in overcoming the problems they encounter in speaking or while speaking English?

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5. Do you face any limitation or difficult in teaching speaking? If yes, what are they?

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6. Are the activities and techniques used by teachers in teaching Speaking Skills effective?

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7. Do you use audio-visual media in the classroom? What for (in what kind of activities)?

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8. How often do you use audio-visual media as a technique in the classroom? why?

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9. What do you think about The Use of Audio-visual Media to improve learners' Speaking Skills?

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## Appendix 2:

### Classroom Observation Guide

Class..... Grade..... Number of students..... Date: .....

Teacher Observed.....

Observer .....

Topic.....

Aspects to be Observed	Observed		Comments
	Yes	No	
What skills does the teacher teach?	-	-	
Does the teacher teach speaking?			
Which teaching method does the teacher use?	-	-	
The teacher uses a specific technique to promote speaking in the classroom.			
The teacher uses Audio-visual media.			
Is there any type of tasks assigned to the class?			
The students are engaged in real life communicational situations.			
Does the teacher teaches vocabulary in “sense units”?			
The teacher uses authentic materials.			
The students are given speaking tasks.			
The task had the three stages (pre-task, task, and post-task)?			
The students speak actively in the tasks.			

The tasks motivate the students to speak.			
How do students react to the speaking tasks.	-	-	
Students have interest in speaking more.			
Teacher helps the students with their speaking problems			
Teacher helps the students with vocabulary when they need to speak.			
The tasks promote much speaking in the classroom.			

Observations

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## Appendix 3:

### Questionário para estudantes

Caro estudante

O meu nome é Issa Mustafa Cantaua. Esse questionário é parte de um trabalho de pesquisa. Tem como foco investigar “o uso das mídias audiovisuais para melhorar as habilidades de fala dos estudantes”. O principal objectivo deste questionário é descobrir “o nível de percepção dos estudantes perante o uso das mídias audiovisuais como uma estratégia de ensino para desenvolver as suas habilidades de fala”. Por favor assinale a opção correcta na caixa em branco abaixo ou responda com uma frase se necessário. Agradeço pela colaboração.

### Questionário

#### 1. Gosta de Inglês

Opções	Sim	Não
Resposta		

#### 2. Tem actividades orais nas aulas de Inglês?

Opções	Sim	Não
Resposta		

#### 3. Gosta de ter aulas práticas de Inglês?

Opções	Sim	Não
Resposta		

#### 4. Com qual frequência tem actividades orais em Inglês?

Opções	Sempre	As vezes	Nunca
Resposta			

#### 5. Que tipo de actividades orais tem tido em Inglês?

Opções	Preenchimento de espaços vazios	Contar historia	Simulações	Analise	Encenação	Debate
Resposta						

Outros (especificar) \_\_\_\_\_

#### 6. Quais dificuldades que tem enfrentado nas actividades?

- |   |                          |
|---|--------------------------|
| a) Falta de vocabulário                 | <input type="checkbox"/> |
| b) Gramática                            | <input type="checkbox"/> |
| c) Pronúncia                            | <input type="checkbox"/> |
| d) Medo de cometer erros                | <input type="checkbox"/> |
| e) Falta de confiança                   | <input type="checkbox"/> |
| f) Ansiedade                            | <input type="checkbox"/> |
| g) Timidez                              | <input type="checkbox"/> |
| h) A pronúncia do professor             | <input type="checkbox"/> |
| i) As actividades dadas na sala de aula | <input type="checkbox"/> |
| j) O conteúdo trazido para a discussão  | <input type="checkbox"/> |

**7. As actividades orais ajudam a superar as dificuldades que enfrentam?**

Opções	Sim	Não
Resposta		

**SECÇÃO TRÊS: PERCEPÇÃO DOS ESTUDANTES NO USO DAS MÍDIAS AUDIOVISUAIS NA SALA DE AULAS**

**8. O seu professor usa mídias audiovisuais na sala de aulas para ensinar habilidades de fala?**

Opções	Sim	Não
Resposta		

**9. O seu professor já trouxe os seguintes materiais na sala de aulas para ensinar a falar?**

*(Assinal com X nos materiais que o professor traz)*

Fotografia	Projector	VCD Player	Computador	Livro	Ficha

**10. O uso das mídias audiovisuais encorajam-te a participar durante as actividades orais?**

Opções	Sim	Não
Resposta		

**11. As mídias audiovisuais são importantes para o desenvolvimento das suas habilidades de fala?**

Opções	Sim	Não
Resposta		

**12. Se sim, porquê?**

a) Pode ajudar-me com o medo de falar

☐

b) Pode ajudar a me acostumar com falar Inglês

☐

c) Pode ajudar-me a falar Inglês em diferentes contextos

☐

**13. Acha que o uso das mídias audiovisuais cria um bom ambiente de estudo?**

Opções	Sim	Não
Resposta		

**14. Tem alguma actividade que gostaria que fosse usada para aperfeiçoar as habilidades de fala?**

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**Obrigado!**

## Appendix 4: Lesson Plan

### Lesson Plan

**Data:** October 28<sup>th</sup> 2022

**Level:** pre-intermediate

**Lesson type:** Speaking skills

**Age group:** Adolescent

**Topic:** African Political Heroes (Nelson Mandela Biography)

**Number of students:** 40-50

**Language Focus:** Past simple tenses

**Grade:** 10

**Skills:** listening, writing, speaking, and reading

**Length:** 45 minutes

**Material:** Picture of Nelson Mandela, Video, Mobile, Course book, Board, Chalk and duster.

#### Aim:

- By the end of the lesson students should be able to talk about life of Nelson Mandela using past simple tense

#### Objectives:

- To explain about Nelson Mandela's life;
- To practice pronunciation of some words from the video;
- To identify past simple forms in the video;
- To use the structure of past simple to make their own sentences.

**Assumed Knowledge:** Learners already know some African heroes including Nelson Mandela and they might have been unconsciously using the past simple in their daily life.

**Anticipated Problems:** Learners may probably have difficulties in using some vocabularies; they may also find it difficult to use past simple, especially irregular verbs

Stages & Time	Techniques	Procedure		Materials
		Teacher's activity	Students' activity	
Warm-up  5 minutes	- Guessing.	- Greetings;  - Checking attendance;  - Elicitation.	- Greetings;  - Response to the attendance;	Board, Picture, Chalk and duster

			- Learners guess the topic from the context.	
<b>Presentation</b>  15 minutes	Speaking and Listening for gist & for details	<ul style="list-style-type: none"> <li>- Introduction of the topic on the board and afterwards ask learners to copy it;</li> <li>- state the language focus;</li> <li>- play the video;</li> <li>- ask the learners questions about the video;</li> </ul>	<ul style="list-style-type: none"> <li>- Learners copy the topic;</li> <li>- Watch the video;</li> <li>- Respond to the teachers' questions about the video</li> </ul>	Course book, Board, Picture, Mobile, computer, Chalk and duster
<b>Practice</b>  15 minutes	Activities	<ul style="list-style-type: none"> <li>- Give the activities.</li> </ul> <p><b>Comprehension of the video:</b></p> <ol style="list-style-type: none"> <li>1. Who was Nelson Mandela?</li> <li>2. Where does Mandela grow up?</li> <li>3. Who gave him the name of Nelson?</li> </ol> <p>When was his first marriage?</p> <p><b>Grammar comprehension:</b></p> <ol style="list-style-type: none"> <li>1. Nelson Mandela ____ (be) born Rolla Mandela on July 18th 1918;</li> <li>2. Mandela ____ (be) the first elected president of South Africa</li> </ol>	- Practice speaking answering the questions;	Course book, Board, Picture, Mobile, computer, Chalk and duster

		<p>3. Nelson Mandela _____ (get) the Nobel Peace Prize in 1993</p> <p>4. He _____ (die) on five December 2013.</p> <p>5. His father _____ (serve) as a local chief.</p> <p>- Give feedback</p>	<p>- Pay attention to the feedback</p>	
<p><b>Production</b></p> <p>10 minutes</p>		<p>- Ask learners to elaborate sentences using past tense;</p> <p>- Help the learners in the process of the elaboration of the sentence;</p> <p>- Give the homework.</p>	<p>- Learners elaborate sentences</p> <p>- Write down the homework</p>	

## **Appendix 5: Recording Transcript**

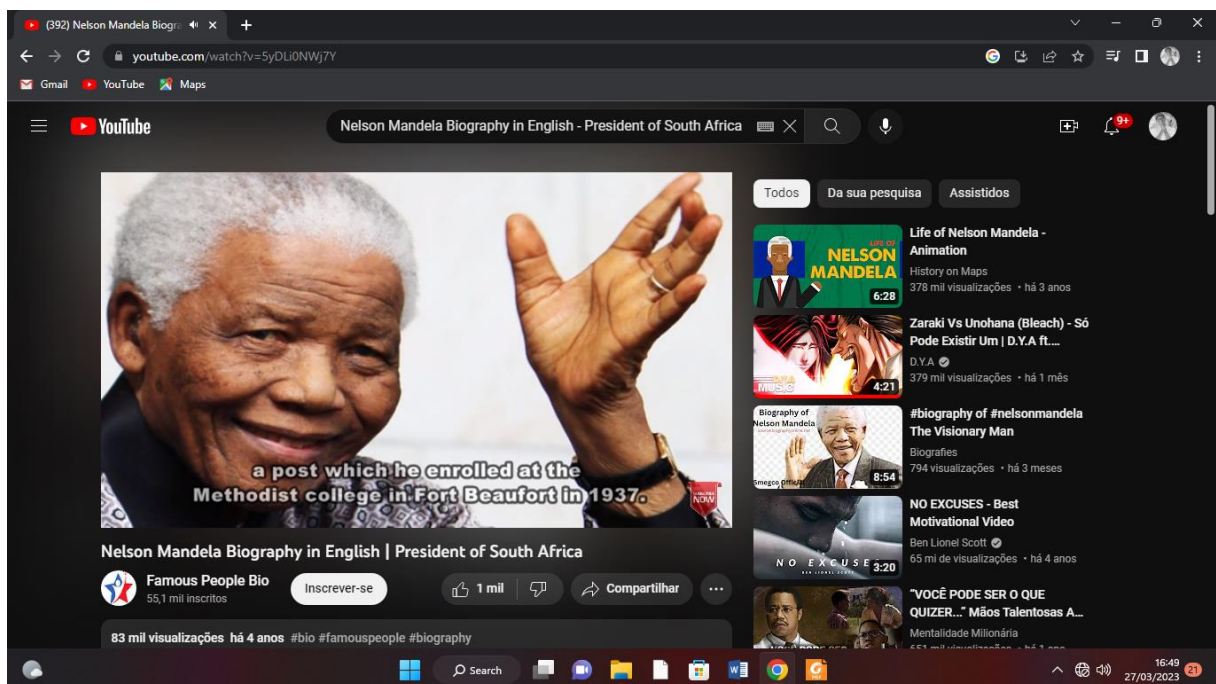
### **African Political Heroes (Nelson Mandela Biography)**

Nelson Mandela he was an anti-apartheid activist president of African National Congress and former president of South Africa. Nelson Mandela was born Rolla Mandela on July 18th 1918, at Mizo Cape Province, South Africa. His father's name was scatola Henry Falcon uswa and mother's name was nose kini Fanny. His father served as a local chief and counsellor to the monarch. Nelson Mandela was first in his family to attend school. Mandela grew up in the village of Kunio. He attended a local Methodist School, where he was given the name Nelson by one of his teachers. Mandela obtained his secondary education from a reputed institution, then he enrolled at the Methodist College in Fort Beaufort in 1937. He then attended the University of Fort hare to attain his graduation degree, but due to his involvement in the student representative Council, and his boycotting against the university policies he was told to leave. Mandela moved to Johannesburg in 1941. There he completed his Bachelor of Arts via correspondence course during the night post completing his Bachelor of Arts in 1943.

Mandela enrolled at the University of Witwatersrand to initiate His Law Studies. After that Mandela joined African National Congress Youth League. His first marriage was to Evelyn Toko mace on October 5 1944, at the age of 26. In 1947, Mandela was appointed the position of a secretary at the African National Congress Youth League. Mandela was appointed as the National President of the African National Congress Youth League in 1950. By this time, Mandela continued his fight against racism. In July 1952, Mandela was arrested under the suppression of communism act in Johannesburg. On December 5 1956, Mandela was arrested on grounds of high treason against the state. In 1957, he divorced his first wife. Mandela married his second wife when he Matic is Ella Mandela in June 14 1958.

From 1961 until 1962, Mandela travelled throughout the country in a disguised navigare and spread the mass stay at home strike. He was also involved in organising the African National Congress's new cell structure. In 1962, he was sent to Robben Island prison, where he spent nearly 18 years of his 27 years in prison period. When Mandela was in prison, he was told that if he stopped his acts of violence, he would be allowed to go free, but he refused. Here he was given a damp concrete sell, measuring eight feet by seven feet with a straw mat on which to sleep. After this, he was transferred to Pollsmoor prison in Cape Town and later to the victor Verster prison near Powell, from where he was eventually released. State President Frederick Willem de Klerk lifted the ban on the African National Congress and announced the

release of Nelson Mandela from the prison on February 2 1990. With his multi party negotiation, he argued for the first multiracial elections. In 1994, South Africa held its first democratic elections. Mandela was the first elected president of South Africa. He was also the first black president of the country. His main aim was to kill racism and he ended the apartheid rule and established a new constitution. After his successful first term, Mandela declined to contest for the second term and retired from active politics. He founded the Mandela Foundation and served as a mediator in the bloody Civil War. Nelson Mandela got the Nobel Peace Prize in 1993, which he dedicated to Mohamed Gandhi whom he was deeply influenced from. In 1995, he divorced his second wife. Mandela married his third wife, Graca Machel on his 80th birthday in 1998. He had five children. For his great work in the anti apartheid movement. The United Nations General Assembly declared Mandela's birthday as Mandela day in 2009. due to respiratory illness, he died on five December 2013, in Johannesburg, guarding South Africa at the age of 95. Education is the most powerful weapon which you can use to change the world, said Nelson Mandela.



Source:<https://www.youtube.com/watch?v=Rk-Lxgp9NWg>

## Appendix 5 :Audio-visual material

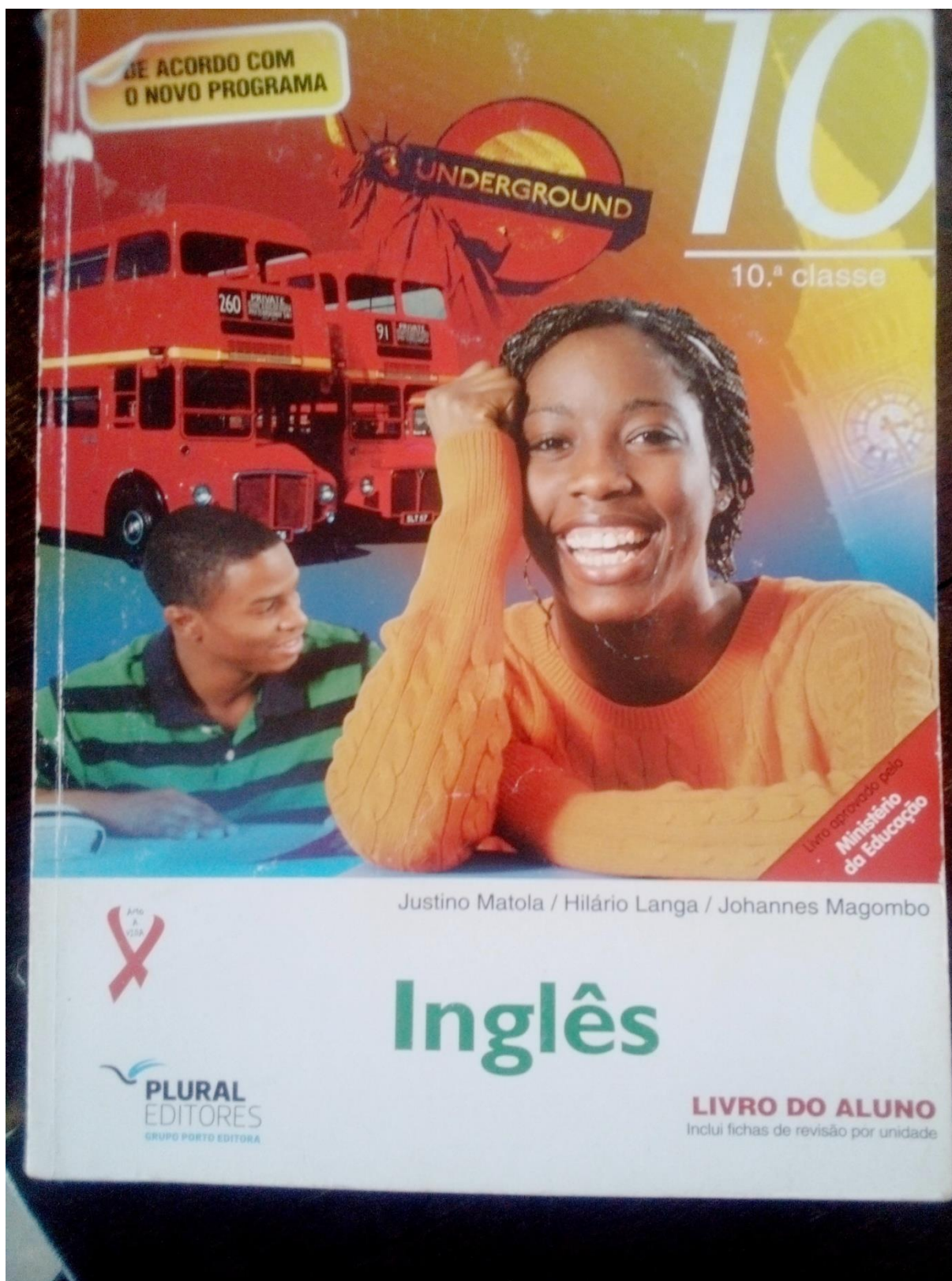


# **Annexes**

**Annexes 1:** Lesson observation at “1 Maio” Secondary School



**Annexes 2: Grade 10 Course Book**



### Annexes 3: Grade 10 Analytic Plan

REPÚBLICA DE MOÇAMBIQUE  
PROVINCIA DE INHAMITANE  
DIRECÇÃO PROVINCIAL DA EDUCAÇÃO

## Plano Analítico da Disciplina de Inglês

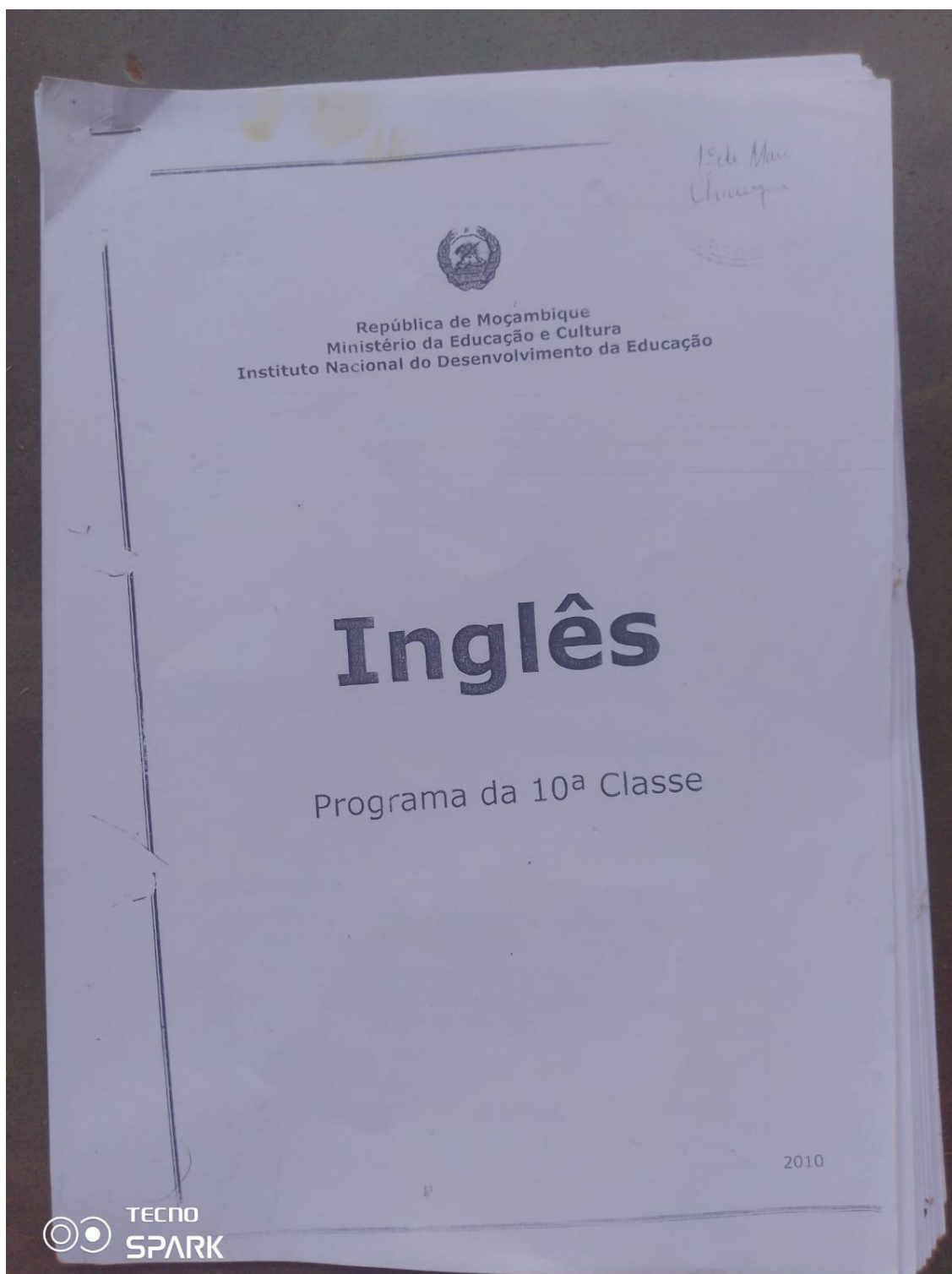
10ª Classe

III Trimestre I Ciclo

2021

UNIT	WEEK	OBJECTIVES	CONTENTS	BASIC COMPETENCES	GRAMMAR FUNCTIONS	METHODS LOGICS	MATERIAL	NUMBER OF LESSONS
Discovering the world	I 29/08 to 02/09	-To talk about their last holidays  -To discuss the different celebrations in Mozambique and the world;	-My last holidays  - Different celebrations in Mozambique and the world;	-Write a composition describing their last holidays  -Talk about the different peoples, cultures and religions in Mozambique and the world;	-Present simple Past simple  -Present simple and Past Simple.	Speaking and writing	-Plural editors and other supplementary material	
Discovering the world	II 05/09 to 09/09	- To discuss the sacred places in their community, country and in the world;  - To discuss places of interest and outstanding beauty in their Community, country and world.	- Sacred places in their community, country and in the world;  - Places of interest and outstanding beauty in their Community, country and world.	-Identify and describe sacred places in Mozambique and the world;  -Identify and describe places of interest (historical, cultural and tourist) in their communities, country and world;	-Modal verbs  -Passive voice (present and past )	Integrated methods	-Plural editors and other supplementary material	2

## Annexes 4: Grade 10 Program



## Annexes 5: Lessen Expirement

